

**Section 1: Program Design** Districts provide a comprehensive continuum of services and program options responsive to the needs, interests, and abilities of gifted students based on philosophical, theoretical, and empirical support. (EC 52205d and 52206a)

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

Philosophy: All students, including the gifted, develop to their full potential only when their special strengths are identified and supported throughout their lives. We recognize that gifted students are a highly diverse group of individuals. However, as the U.S. Department of Education notes, all gifted students share intellectual abilities and/or skills sufficiently advanced as to require services and activities not normally provided in the regular classroom setting (*National Excellence, A Case for Developing America's Talent, 1996*). Gifted children need to have access to a differentiated curriculum. They need to interact with other gifted children who have similar intellectual abilities and interests. We agree with noted expert Barbara Clark who writes: "It is the right of a gifted child to engage in appropriate educational experiences even when other children of the grade level or age are unable to profit from the experience. It is the right of a gifted child to be grouped and to interact with other gifted children for some part of the learning experience in order to be understood, engaged and challenged." (*The Rights of the Gifted Child, 1993*)

Area	2005-2006 Program Goals and Objectives	Planning Timeline	Implementation Date
Program Design/ Curriculum & Instruction	Continue to provide differentiated instruction in special day classes, Discover clusters and part-time groupings to meet needs of intellectually gifted, high potential, and high achieving students.	Ongoing	Ongoing
Program Design	Revise GATE Handbook to include updated plan.	Summer 2005	October 2005
Program Design	Update District Website to include 2005 GATE plan program options, sites, and parent and staff resources.	Spring 2005	October 2005
Identification	Meet with District psychologists to update assessment instruments and review identification procedures, particularly for twice-exceptional students, to ensure procedures are equitable, comprehensive and ongoing.	Ongoing	Ongoing
Curriculum & Instruction	Collaborate with FSD Director of Testing and Evaluation to focus objectives on data-driven instruction. (Edusoft)	Ongoing	Ongoing
Social/ Emotional Parent/Comm	Establish parent/staff book club led by GPAC members and district staff to address affective needs of gifted students.	Spring 2005	Fall 2005
Professional Development/ Community Involvement	Work with local universities to develop and support GATE teacher training.	Ongoing	Ongoing
Professional Development/ Curriculum & Instruction	Establish Professional Learning Communities at site and district Level for GATE teachers.	Summer 2005	Fall 2005
Parent/ Community	Meet with GATE Parent Advisory Committee on a regular basis.	Ongoing	Ongoing
Budget	Approve plan and/or budget by local Board	June 2005	Annually

**1:1 Minimum Standards**

(a) Students are identified for GATE program academic services in the areas of intellectual ability, high achievement, specific academic, multi-dimensional, and Discover categories. Students are placed in Special Day Classes, cluster groups or part time groupings according to their identified abilities and needs through the GATE Identification and Placement process. In all GATE service delivery models, objectives meet or exceed state academic content standards by differentiating the core curriculum through depth, complexity, novelty and acceleration. (b) Strategies from gifted education experts such as Sandra Kaplan, Joseph Renzulli, Susan Winebrenner, Maureen Niehardt, and Paul Slocumb are incorporated in the plan. Many teachers have been trained in Parallel Curriculum Model, which attempts to synthesize a variety of views and approaches to gifted education. All models align with current research provided by the California Association for the Gifted (CAG) as well as the National Association Gifted Children (NAGC). The Fullerton School District Board of Education approves the GATE plan and it is available in a GATE handbook at each site and by request through the district GATE office. (c-d) The GATE Parent Advisory Committee (GPAC), school site staff and district personnel meet on a regular basis to ensure that the plan and implementation align with the available resources of each school staff, parents and community.

**1:1 Commendable Standards**

(a) The district plan and GATE brochure are available at each school site and at the district GATE office. Parents of all newly identified GATE students receive the brochure by mail along with program options and enrollment procedures. All GPAC members have reviewed the GATE application at advisory committee meetings. All GPAC members have a copy of the GATE plan and are available to meet at their respective school sites to answer program questions and concerns. The GATE brochure, in English and Spanish, along with the approved 2005 GATE application will be available on the district website. (b) District and site staff, school board members, and the GPAC meet on a regular basis to ensure that participation in the program is not limited by logistics problems. Special Day Class sites are determined based on a combination of the following factors: quality of program, parent interest survey results, and numbers of GATE identified students in various geographic locations throughout district boundaries. Discover clusters are in place at all Title 1 school sites. Transportation issues are handled on an individual basis to ensure that no child is excluded from a GATE program by problems of logistics.

(c) The GATE Parent Advisory Committee (GPAC) consists of representatives from Special Day Class sites, Discover cluster sites, Junior High Schools, and a home-school cluster representative. The GPAC meets at least 4 times a year with district staff and community partners to assist in program planning and assessment.

**1.1 Exemplary Standards**

(a) In addition to intellectual ability and high achievement GATE identification and programs, the district plan includes identification and program options in visual and performing arts.

**1:2 The program provides administrative groupings and structures appropriate for gifted education and available to all gifted learners.**1:2 Minimum Standards and Commendable Standards

(a-e) The following administrative grouping options ensure that services are an integral part of the school day and not limited to a single type at any grade level. All academic programs provide for continuity of progress and intellectual peer interaction. Flexible grouping is used in the classroom to meet individual student needs and abilities.

- *Self-contained Special Day GATE Classes, Grades 3-6:* GATE Program classes for students in grades 3-6 are conducted at designated school sites throughout the district. Identified gifted students from all district elementary schools attend nearby schools where they attend Special Day GATE Classes and experience activities with their gifted peers.
- *Project Discover GATE Clusters, Grades 3-6, all Title I sites:* Project Discover students are high potential students from diverse backgrounds who are formally identified, clustered in the regular classroom at their home school sites and provided a differentiated curriculum as an integral part of the school day. Cluster groupings provide for intellectual peer interaction. The Discover Program focuses on language development and critical thinking. Students at Title I sites who have been identified for participation in GATE Special Day Classes have the option of enrolling in Project Discover Clusters at their home school sites. Although most identified students from Title I area schools attend special day classes, some do not. According to Paul Slocumb, the needs of gifted students from diverse backgrounds may not be met in the traditional special day classes offered by the district. (*Removing the Mask: Giftedness in Poverty, 2000*)
- *Part-time grouping, Grades 7-8:* GATE classes are offered for all seventh and eighth grade students. Differentiation of the core curriculum is provided in language arts and/or history social science. Advanced math classes are offered for GATE students as well as students who demonstrate exceptional skills in math on standards-aligned district assessments and in the Standardized Assessment and Reporting (STAR) program.
- *Visual and Performing Arts Electives, Grades 7-8:* For students identified at the school site level in the area of Visual and Performing Arts, the following advanced elective courses are available: Multi-Media Production, Design II, Art II, Advanced Band, Jazz Band, Bell Choir, Advanced Choir, and Advanced Orchestra.
- *K-2 Individualized Enrichment:* Although not formally identified, specific students are targeted for individualized enrichment through the Student Intervention Team (SIT). The GATE office provides curriculum support and consulting services to classroom teachers. This support helps meet the needs of high ability students in the regular classroom. Curriculum compacting, acceleration and cross-grading opportunities are emphasized.
- *Resident-school clusters:* Students who do not participate in Special Day Classes and do not attend a Title I site, will be clustered in the regular classroom at their home school by parent request.

1:2 Exemplary Standards

- (a) The following program structures and delivery of services support a balance between cognitive and affective learning:
- Variety of placement options based on identified student strengths and needs (described in Minimum/Commendable Standards 1:2 above)
  - Flexible grouping which allows students to work independently, in pairs, in small or large groups, in homogeneous or heterogeneous groups, in collaborative and cooperative groups
  - Variety of differentiation strategies including depth and complexity, novelty, acceleration, enrichment, independent study, direct instruction, curriculum compacting, project-based learning
  - Student-directed instruction and activities including student-led conferences and student government
  - Character Education programs

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

1:3 Minimum Standards

(a-c) The Director of Staff Development and the GATE Specialist manage all aspects of the GATE program. They meet regularly with district staff, the GATE Parent Advisory Committee, and community agencies including Cal State Fullerton, the Fullerton Arboretum and the Fullerton Museum Center to ensure continuity within the GATE program and within the general education program. District core curriculum standards, a district wide focus on data-driven instruction and establishment of Professional Learning Communities at the site and district levels, ensure that the program is comprehensive, structured and sequenced within and across grade levels and subject areas.

1:3 Commendable Standards and Exemplary Standards

(a) In addition to core curriculum standards, a GATE scope and sequence is used to ensure the program is comprehensive, structured and sequenced between, within, and across grade levels. In order to provide articulated learning experiences across subjects and grade levels, GATE teachers meet at least three times a year. Meeting content is planned based on teacher input from informal discussions and surveys. In 2005, teachers throughout the district will be trained in Richard DuFour's Professional Learning Communities model. Professional Learning Communities will be established at both the site level and at the district level for GATE teachers. Staff uses Edusoft's assessment and data-driven instruction tool to support instructional planning across subjects and grade levels. (b) In addition to outside consultants, the GATE department works closely with support staff that includes school psychologists and counselors, information and technology specialists, testing and evaluation specialists, English Language Development staff, staff development coordinator, and the fine arts coordinator.

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

**2:1 The nomination process is ongoing and includes students K-8.**

2:1 Minimum Standards

(a) GATE screening is an ongoing process, and all students have an equal opportunity to be screened for placement in the GATE program. Students may be nominated for screening by parents, teachers, support staff, administrators or the Student Intervention Team (SIT). K-2 students are targeted for individual enrichment based on SIT referrals. Second graders are screened each fall based on parent and staff nomination. District benchmark exams are monitored each fall, spring and summer to ensure that all students demonstrating extraordinary ability and/or achievement are found either through nomination or by a review of the data. Student Intervention Team referrals are made as needed throughout the school year. (d) Students are screened annually by teacher referral and a review of standardized test data and district benchmark exams. Students may be ability tested up to three times in grades two through eight. (b-c) All parents of second grade students receive a parent nomination information packet that includes a description of the GATE Program, a list of characteristics of gifted children and details of the initial screening process. Packets are available in English, Korean, Spanish and Vietnamese. The packets are available in conjunction with fall parent conferences so that parents and teachers can discuss nominations. Spring nominations for third through eighth grade students are solicited during spring conference time so that parents and teachers can discuss nominations. All Title I sites have teachers trained to recognize giftedness in students from diverse backgrounds based, in part, on the research of Paul Slocumb, Ed.D. and Ruby Payne, Ph.D. Traditional teacher rating scales along with Slocumb's Teacher Perception Inventory for rating gifted students from diverse backgrounds are available in the GATE handbook at each school site. (e) Each elementary school designates a GATE site facilitator to disseminate nomination forms and information on the identification process. Site facilitators also coordinate on-site GATE testing. The GATE office provides staff with information each fall and spring on recognizing characteristics of giftedness through a variety of avenues including e-mail, handouts, placement meetings, and staff meetings. The GATE handbook is available for reference at each site delineating the timeline and procedures for screening and identification along with nomination forms.

2:1 Commendable Standards

(a) GATE site facilitators are trained each fall in the identification process. All site administrators and psychologists meet annually with the GATE specialist to discuss and review identification procedures and instruments. A designated school psychologist is trained in gifted education. The GATE psychologist and GATE Specialist provide in-service for teachers through staff meetings and the district's professional development menu. (b) A database is maintained on all students nominated for screening. Within that database, some students are placed on a watch list and their progress is monitored for possible future identification and placement. The GATE office reviews Edusoft, CELDT, and CST data when reassessing students who are referred more than once, paying particular attention to substantial growth from English Language Learners.

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

2:2 Minimum Standards

(a) The GATE Identification and Placement Committee consists of the classroom teacher, the GATE Specialist, the site principal and the site psychologist. (b) The classroom teacher submits standardized test scores, district benchmark exams, and classroom observations of gifted characteristics on each student nominated for GATE screening. At the second grade level, all students nominated with parent permission are initially given a nonverbal ability test which provides a culture-fair and language-free means of determining students' nonverbal reasoning and problem-solving ability, regardless of language or educational or cultural background. The Identification and Placement Committee reviews this information along with all other pertinent data in the student's cumulative record. A decision is made as to whether a student will proceed to the next phase of screening. This phase involves a more formal evaluation, using group and/or individual tests and requires parent permission. After formal evaluation of all pertinent data, the Identification and Placement Committee meets to determine the eligibility of individual candidates. (c) Parents are notified by mail of a student's eligibility for program placement. Parents are advised in the notification letter to call the GATE office with any questions or concerns regarding the placement decision. School site personnel are notified in writing of a student's eligibility. (d) Transfer students are considered for placement based on comparable criteria and are notified in a timely manner after records are verified by the former school or district. However, any source public or private outside the Fullerton School District is subject to review by the Identification and Placement committee. Although private testing results are not used to identify students, the results may be considered in the screening process.

2:2 Commendable Standards

(a-b) The identification tools listed below are used in the identification process and are reflective of the district's population. The GATE specialist and District GATE psychologist meet with staff on an annual basis to make changes in identification tools based on the most current research.

Traditional Screening and Identification Tools	Nontraditional Screening and Identification Tools targeted for underrepresented groups.
FSD Teacher Appraisal of Gifted Characteristics	Alternate Identification Project Group Assessment of Gifted Characteristics/Slocumb-Payne Teacher Perception Inventory/Environmental Opportunities Profile.
District Edusoft Trimester Benchmark exams in advanced range	Substantial increase in district Edusoft trimester benchmark exams or substantial increase in CELDT scores.
Student Work Samples	Alternative Identification Portfolio developed in conjunction with Cal State Fullerton's GATE Teacher Certificate Program
Standards Based Report Card	Alternate Ranking Process
California Standards Tests in the advanced range	Substantial increase in California Standards Tests—Longitudinal analysis available through Edusoft
Individual Intelligence Tests	Universal Nonverbal Intelligence Test (UNIT)
Group Cognitive School Ability Tests	Group Nonverbal Ability Tests

2:2 Exemplary Standards

(a) GATE site facilitators, the GATE specialist and district psychologists meet at least twice a year with teachers and site administrators to determine eligibility of individual candidates.

(b) All efforts are made to ensure that the GATE population increasingly reflects the district's student population. The Fullerton School District experienced an increase in Latino student participation in GATE Program options from 25 students in 1995-96 to 107 students in 2001-02. Since that time, the District has maintained an identification rate of at least 2% in the Latino population for 3<sup>rd</sup> through 8<sup>th</sup> grade students. Currently the Latino identification rate is 3%.

**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.**

2:3 Minimum Standards

(a) Once identified, parents are provided an individual student placement report describing test results and student strengths and needs as determined by the Identification and Placement Committee. Students and parents are invited to attend an orientation regarding program options. Signed parent permission is required for formal participation and is on file at the GATE office. (c) The placement committee report includes identification criteria and placement options and the student remains identified as a gifted student in the district. (b) In addition to the placement report, upon written parent request, a test data summary printout is available that the parent may take to a new school or district.

2:3 Commendable Standards

(a) If a student is struggling in the program, teachers meet with parents and students to develop an intervention plan, which may include an individual student contract, and/or after school intervention programs. Only after interventions are implemented is a student considered for withdrawal from the program. The site files a formal report with the GATE office describing interventions and parent and student notification procedures. Students may be reevaluated for placement in the program after withdrawal. A limited number of students at a GATE Special Day Class site, Discover cluster site or junior high school may be recommended by the Identification and Placement committee to participate in GATE for at least one grading period. These students are not identified as gifted but may be reevaluated for formal identification at a later date. Some identified students do not participate in the program options described below. Students are generally placed in the regular classroom due to parent request. If they are in the regular classroom by recommendation of the Identification and Placement Committee, students are provided enrichment and independent study units as requested by the classroom teacher. Flexible grouping and cross-grading opportunities allow for the students to be grouped with intellectual peers. Identified students are clustered in the regular classroom where numbers are sufficient. Reevaluation of regular class placement may occur at any time during the year by recommendation of the Student Intervention Team.

Multiple identification categories and service options are described below:

Area	Identification Criteria	Service Options
<b>General Intellectual</b> Grades 3-8	98th percentile or above on a nationally normed individual or group cognitive abilities test, teacher observation of exceptional classroom performance and/or ability, and observation of characteristics of gifted children.	1) Special Day Class 2) Discover Cluster 3) Part-time grouping
<b>High Achievement</b> Grades 4-8	95th percentile or above on Total Reading, Total Language and Total Math on a standardized achievement test <u>and</u> California Standards Test scores in the Advanced range in English Language Arts and Math over a period of two years. Also required are teacher observation of exceptional classroom performance and observation of characteristics of gifted children.	1) Special Day Class 2) Discover Cluster 3) Part-time grouping
<b>Multi-Dimensional</b> Grades 3-8	This category is provided to ensure equal opportunity for students from varying linguistic, economic and/or cultural backgrounds and for students with learning disabilities. It is also used for students who are close to meeting test score criteria in intellectual or high achievement categories. Students are evaluated according to a combination of factors. These include District Multiple Measures, intellectual ability, achievement, student portfolio, alternate assessment ranking and appraisal of gifted characteristics.	1) Special Day Class 2) Discover Cluster 3) Part-time grouping
<b>Discover</b> Selected Title I sites Grades 3-6	Students must demonstrate exceptional classroom performance and excellence in critical thinking, creativity and problem solving ability as measured by three or more of the following: Alternative Identification Project Assessments including student portfolio, Alternate Ranking Process, Slocumb/Payne Teacher Perception Inventory, FSD appraisal of gifted characteristics, achievement tests, California Standards tests verbal or nonverbal ability tests, district Benchmark exams.	1) Discover Cluster 2) Pullout for selected students enrolled in cluster groups
<b>Specific Academic</b> Grades 5-8	98th percentile or above in Total Reading and Total Language <u>or</u> a Total Math score of 99th percentile on a standardized achievement test <u>and</u> California Standards Test scores in the Advanced range in English Language Arts or Math over a period of two years. Portfolios of student work, teacher observation of special talent, and outstanding classroom performance in the specific subject area are also used to assist in the identification process.	1) Part-time grouping 2) Acceleration within and among sites (e.g., 6 <sup>th</sup> graders to JHS)
<b>Visual and Performing Arts</b> Grades 7-8	Students must demonstrate exceptional talent in visual and/or performing arts as measured by teacher recommendation, and audition or student portfolio.	1) Advanced Orchestra 2) Advanced Choir 3) Advanced Band 4) Art II 5) Design II

**Section 3: Curriculum and Instruction** Districts develop differentiated curriculum, instructional models and strategies that are aligned with practices from the recognized literature in the field. (EC 52206a and 52206b)

**3:1 A differentiated curriculum is in place, responsive to the needs, interests and abilities of gifted students.**

3:1 Minimum Standards

(a) The GATE program facilitates gifted students in their ability to meet or exceed state core curriculum standards through the use of appropriate differentiation strategies. (c) Teachers use the differentiation strategies of depth, complexity, novelty and acceleration that allow students to:

- (b) Develop a variety of problem solving strategies to apply to real world situations
- (b) Foster inquiry and encourage creative solutions in an open academic environment that encourages risk-taking
- (b) Identify research questions and share findings through authentic appropriate products
- (b) Practice an interdisciplinary array of skills through project-based learning
- (b) Locate and gather data from primary resources and through the use of technology
- (c) Pursue individual interests and strengths through independent study and acceleration
- (c) Create original and authentic products in academic areas and in the fine arts, supported by the use of technology
- (d) Develop positive, realistic self-concepts through cooperative group work, shared inquiry and discussion
- (d) Expand awareness of choices and develop realistic understanding about personal abilities
- (d) View ideas and problems from multiple viewpoints and perspectives to facilitate the development of ethical standards, sensitivity and responsibility to others
- (d) Examine issues related to the core curriculum, current events and personal experiences
- (d) Examine how elements of the core curriculum are related in terms of the past, present and future

3:1 Commendable Standards

(a) Teachers accelerate instruction for individuals and groups of learners based on Renzulli's Curriculum Compacting model. Assessments used to plan for compacting and acceleration include California Standards Tests, district Benchmark exams, publisher tests and teacher-developed assessments. All teachers have access to Houghton Mifflin's Edusoft assessment and data-driven instruction tool to input and analyze all assessment data. (b) Instructional strategies that promote inquiry, self-directed learning, discussion and debate are listed in the 3:1 Minimum Standards section above. (c) Teachers utilize the Parallel Curriculum model, which addresses the abilities, interests and learning preferences of gifted students in a variety of ways to promote abstract thinking and grasping of generalizations in the content areas.

### 3:1 Exemplary Standards

(a) In order to ensure that gifted students receive an appropriate differentiated curriculum, a formalized GATE scope and sequence was designed to meet and exceed the core curriculum and standards. Every GATE teacher emphasizes scholarly attributes, grade-level themes, acceleration, novelty, depth and complexity. The district core curriculum guides for each grade level and the differentiated standards-based progress report articulate the significant learning in content, skills and products within and across grade levels.

### **3:2 The differentiated curriculum for gifted students is supported by appropriate structures and resources.**

### 3:2 Minimum Standards

(a) The Special Day Class, Project Discover cluster and part-time grouping program options ensure that the differentiated curriculum is scheduled on a regular basis and is an integral part of the school day. (b) All GATE teachers differentiate the curriculum utilizing the elements of depth and complexity developed by Sandra Kaplan. Other differentiation instructional models in use include: compacting and acceleration, tiered assignments, scaffolding, interdisciplinary thematic instruction, data-driven instruction, and flexible grouping. Project-based learning allows for novelty in student learning. Problem-based curriculum gives students the opportunity to solve real world problems and promotes student learning. The curriculum presents significant and relevant issues to students in order to encourage students to reflect, question and explore. At Title I schools, teachers emphasize in-class projects and products. Provisions are made for assistance with homework and making the school and its resources, particularly in the area of technology, available to students after school hours. (c) To support differentiating the level of difficulty and complexity of learning, district funds provide students access to resources beyond core materials. These materials include the Junior Great Books, Hands-on Equations, Interact Simulations, mobile laptop computer labs, digital arts equipment, software, and supplemental science materials.

### 3:2 Commendable Standards

(a) Teachers introduce the elements of depth and complexity beginning in the third grade. Continuity and comprehensiveness of learning experiences continues throughout the grades as depth and complexity elements are increasingly emphasized and incorporated throughout the curriculum. In the area of Visual and Performing Arts, student talent is nurtured through the district's *All the Arts* program at the elementary school level. The *All the Arts for All the Kids Foundation* is an independent nonprofit organization dedicated to developing, sustaining, and supporting the arts as an intrinsic part of every child's education. The program brings professional artists, musicians and performers into the classroom to instruct and mentor students in the arts. At the junior high school level, students are homogeneously grouped in advanced visual and performing arts classes for one period a day. The GATE program, in partnership with the City of Fullerton, provides a community venue for junior high school performers on an annual basis. (b) Because abilities and skills of gifted learners may vary widely, there can be no single curriculum for gifted programs. Teachers utilize a variety of teaching strategies including flexible grouping of students based on current data, cooperative groups, literature circles, project-based learning and independent study. Teachers incorporate

English Language Development strategies and tiered lessons in their instructional design to meet the needs of gifted students from diverse backgrounds. Strategies such as bridging and scaffolding are used by teachers to fill in the gaps of information and skills needed to achieve higher learning objectives. (b-c). Resources such as literature sets, Junior Great Books, math enrichment materials, computers and software are available to augment the differentiated curriculum. Internet-based services such as My Access (for writing), Beyond Books (for literature and content areas) and Nettekker (for web-based resources aligned to state standards) were piloted during the 2004-2005 school year in selected third through sixth grade GATE classrooms. These web-based services are ideal tools for independent, in-depth study and project-based, student-directed learning. Student use of laptop computers on a full-time basis with web-based services will be expanded to all sixth grade classrooms through the Apple 1:1 Laptop program beginning in the 2006-2007 school year.

### 3:2 Exemplary Standards

(a) The district wide emphasis on data-driven instruction and professional learning communities supports planning instructional activities for groups of gifted learners as well as individuals. Gifted students who excel beyond their GATE class peers in particular subject areas can be accelerated in that subject area through cross-grading within and between schools. Accommodations for these students can be made through independent study and individual projects. Contract learning and Individualized Education Plans are implemented for twice-exceptional students who may benefit from a variety of placement options.

**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.**

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

### 4:1 Minimum Standards

(a) District staff and parents are provided with information and training regarding the characteristics of gifted learners and their related social and emotional development in a variety of ways:

- Classroom visitations for parents and students: Parents and newly identified students are invited to visit GATE Special Day Classes while classes are in session. During the visit, current GATE students are invited to share their feelings with new students and parents regarding social and emotional issues such as insecurities about entering the GATE program (e.g., changing schools, not being “the top” of the class any more) as well as what to expect in terms of workload and how to make adjustments to the expectations of a more rigorous curriculum.
- Parent Orientation: Parents of newly identified students are invited to attend an orientation meeting in the spring prior to placement in the following academic year. At the orientation, the GATE specialist and classroom teacher give a brief overview of GATE characteristics and possible related social/emotional problems that may arise from those characteristics. Open communication between the teacher and parents is

encouraged. The information is reinforced with handouts of excerpts from California Association for the Gifted's (CAG) publications regarding affective traits of gifted students. CAG's Book List of recommended readings in gifted education is also distributed.

- GATE handbook: Available for staff and parent reference at each site, it includes a copy of the CAG publication, *Raising Your Gifted Child* that contains an extensive list of gifted education references.
- District Staff Development: The designated GATE psychologist presents information regarding affective needs of GATE students at GATE teacher meetings. Guest speakers are brought in as the budget allows. Topics have included:
  - Affective and curricular accommodations and modifications for twice-exceptional students
  - Living With Intensity In Gifted Children
  - Underachieving Gifted Students
- Conferences: District GATE funds sponsor teachers, administrators, psychologists and other support staff to attend local and state conferences regarding social and emotional needs of gifted students. The GATE Parent Advisory Committee sponsors parents to attend local conferences.
- Guest speakers: As the budget allows, the District works with Orange County Council for GATE and local parent advocacy groups to sponsor speaking engagements by experts in the field of affective gifted education for parents and staff.
- Lending Library and Parent and Staff Book Club: Due to budget cuts and resulting limited availability of guest speakers and release time for teacher training, the GATE Parent Advisory Committee recommended that a Lending Library and Book Club be established beginning in the 2005-2006 school year to help provide parents and staff with a more cost-effective avenue for training in the area of affective education of gifted students. Books, journals, audiotapes and videotapes will be available for checkout. GPAC members and GATE office staff will facilitate the Book Club. Reviews and discussion summaries of the selected resources will be distributed to all parents through a GATE Parent Newsletter.
- Journals: *The Gifted Education Communicator* published by CAG contains articles regarding social/emotional needs that are reproduced and distributed to GATE parents and staff periodically.

(b) Many elementary schools in the District have developed a unique focus and GATE students have the opportunity to choose a site that matches their unique strengths and interests. Focuses include visual and performing arts, science, technology, service learning, and community partnerships. At the junior high school level, counselors provide guidance in choosing a high school placement which will best prepare GATE students for college and career options.

#### 4:1 Commendable Standards

(a) Teachers are trained regarding social and emotional development of gifted students in all the ways listed in the 4:1 Minimum Standards Section above. The following areas are emphasized:

- Characteristics of gifted students, related needs and possible concomitant problems, examples of classroom strategies to address those needs
- Twice-Exceptional Gifted students (Tourette's, LD, ADHD, Aspergers, Speech and Language)
- ELL Gifted students and cultural sensitivity
- Perfectionism
- Underachievement

In addition, in order to address affective needs of gifted students and potential problems before they become at-risk behaviors, teachers incorporate specific programs and strategies into the curriculum including:

Community Partnerships  
Great Books Shared Inquiry  
Service Learning  
Simulations

Self-Esteem Activities  
Trust building/Risk-taking  
Student government  
Socratic Dialogue

Character Education  
Literature-based studies  
Visiting Scholars  
Cooperative activities

(b) School psychologists provide guidance and counseling services appropriate to the social and emotional needs of gifted students at the elementary and junior high school level. A designated GATE psychologist receives training specific to the needs of gifted students and meets with all district psychologists on a regular basis to discuss concerns. Counselors provide additional support at the junior high school level. Referrals to community resources are made by the site psychologist when appropriate.

#### 4:1 Exemplary Standards

(a-b) Our focus for teacher training in the area of social/emotional needs of gifted students is one of preventing at-risk behaviors. Teachers and parents receive copies of "Differentiating Characteristics of Gifted Students and Related Issues" from the CAG publication *Meeting the Challenge*. This document is a starting point for training and discussion in recognizing gifted characteristics, examples of related social/emotional needs, possible related problems, and examples of classroom strategies to address student needs. Counseling services for at-risk gifted students are handled through the Student Intervention Team (SIT) process. Teachers refer students to the team that consists of the classroom teacher, parent, school psychologist, site administrator, and support staff. After an initial meeting, the school psychologist makes recommendations for interventions in collaboration with the parent, support staff and classroom teacher. In addition, school psychologists work directly with students in counseling sessions. Psychologists refer parents to community support services on an as needed basis. A SIT report documents concerns and intervention strategies. Copies of the report are given to the parent, site staff, and GATE office.

**4:2 At-risk gifted students are monitored and provided support (e.g., underachievement, symptoms of depression, suicide, substance abuse).**

4:2 Minimum Standards

(a, b, d) There is information available to staff and parents regarding at-risk gifted students through the GATE office and at school sites in the GATE handbook. Staff is made aware of these resources through teacher meetings. The GATE psychologist and GATE specialist facilitate training of staff in recognizing at-risk behaviors in gifted students. Parents are made aware of these resources through orientation meetings. Staff members are trained to make appropriate referrals to internal and external agencies through the Student Intervention Team process. A crisis intervention team is in place with established referral procedures for all students at risk for depression, suicide, and substance abuse through the Fullerton School District Special Services Department. (c) Students receive support services including classroom interventions and counseling through the SIT process and are not dropped from gifted programs because of social/emotional problems. The intervention team may recommend an alternative program placement—e.g., from Discover cluster to Special Day Class or vice versa—if interventions have failed in the current program setting.

4:2 Commendable Standards and Exemplary Standards

(a) The first step in the plan for teachers and parents to work in collaboration with guidance personnel regarding intervention strategies is the Identification and Placement process which includes input from the classroom teacher, school psychologist, GATE specialist and site administrator. Student needs—both cognitive and affective—are noted in the Identification and Placement Committee Report when a student is first identified for placement in the GATE program. Parents receive a copy of this report. A copy is on file at the GATE office and in the student's cumulative record at the school site for teacher reference. In this way, parents and staff are made aware of possible at-risk student behaviors. If at-risk behaviors are observed once the child is placed in a GATE program, the classroom teacher notifies the GATE specialist and completes a GATE student evaluation form describing concerns. The teacher collaborates with parents, support staff and the site administrator to develop a plan and implement intervention strategies. Counseling services are provided by school psychologists, school counselors and by referral to outside agencies from the site psychologist. Some studies suggest that gifted children are highly motivated and well adjusted. Other studies suggest that gifted children may experience social and emotional difficulties related to their giftedness. Because reviews of research in the area of the emotional characteristics of gifted children are conflicting, the lending library and book club (described in Minimum Standards Section 4:1a) will be an excellent vehicle for discussing at-risk behaviors and related issues to help parents and staff develop specific intervention plans that meet the needs of individual students.

**Section 5: Professional Development** Districts provide professional development opportunities related to gifted education to administrators, teachers, and staff to support and improve educational opportunities for gifted students. (EC 52212a1)

**5:1 The district provides professional development opportunities related to gifted learners on a regular basis.**

5:1 Minimum Standards

(a-c) Professional development opportunities are correlated with defined competencies for teachers of the gifted and the standards for GATE programs. All special day class and Discover cluster teachers are trained through the California Association for the Gifted Institutes. In addition, all GATE teachers participate in Junior Great Books training. The District works in partnership with Orange County Council for GATE and neighboring school districts to provide teachers with access to experts in gifted education. The GATE Specialist notifies GATE personnel of GATE conferences and workshops as they occur throughout the year and the GATE budget supports training. Staff development for all district teachers emphasizes flexible grouping to support differentiation of the core curriculum. Staff is surveyed each year on professional development needs. A written evaluation form is completed for all formal in-services. Results of surveys and evaluations are used for improvement and future planning. District and site Professional Learning Communities will evaluate staff development effectiveness in terms of content, process and context as it relates to teaching and learning.

5:1 Commendable Standards

(a) The district encourages teachers to focus on gifted education as one of the areas of professional growth hours for credential renewal. Staff Development opportunities are listed below in order of priority for budgeting purposes. The district:

- Sponsors teachers to participate in CAG summer and weekend Institutes
- Sponsors teachers to participate in Junior Great Books training
- Sponsors teachers to participate in local and state GATE conferences
- Offers after-school workshops three times a year for GATE teachers through the District Professional Development Menu
- Offers teacher release time for extended in-house staff development: Differentiated Instruction is a 3-day grade-span specific training in differentiating content, assessment tools, performance tasks and instructional strategies.

(b) Teachers must participate in a minimum of 12 hours of differentiated instruction training to be qualified to teach gifted students at the District's Level 1 competency.

5:1 Exemplary Standards

(a) A professional development plan is in place to accommodate different levels of teacher competency in the area of gifted education. Teachers rank themselves from Level 1 to Level 4 in two areas:

- **Formal staff development hours:** Teachers document staff development hours completed including: professional growth hours listed in Commendable Standards 5:1 above, other pertinent workshops, and university certificate program hours. A database is maintained on all training completed by GATE teachers.
- **Implementation of Instructional Strategies:** Teachers complete a leveled checklist of instructional strategies implemented on a regular basis in their classrooms. The checklist documents teacher competency levels and is used to plan follow-up workshops.

**5:2 District personnel with direct decision-making and/or instructional responsibilities for gifted students are provided with role specific training.**

5:2 Minimum Standards

(a, c, d) GATE teachers, administrators, psychologists and district support staff have education and/or experience in teaching gifted students and are ensured the opportunity to participate in ongoing training related specifically to their roles and responsibilities. (See Section 5:1 Commendable Standards). The District GATE budget, staff development funds and School Based Coordinated Program funds, at both the district and site levels, support training. (b) The GATE Specialist has experience in teaching gifted students and training GATE teachers at the district and university levels. The specialist attends all GATE program training sessions provided for district staff and parents. In addition, the GATE Specialist attends monthly Orange County Council for GATE meetings. OCC GATE meetings provide a forum for sharing the latest in research, legislation and staff development opportunities.

5:2 Commendable Standards

(a) In addition to formal workshops and conferences, the district promotes the concept of teacher-to-teacher professional development. This is accomplished through regular GATE meetings and sharing sessions, BTSA support providers, and release time for observation of experienced GATE teachers. In 2005-2006, a GATE Professional Learning Community will be established which assigns a higher priority to building the collective capacity of the group than the knowledge and skills of individuals.

5:2 Exemplary Standards

(a) All teachers assigned to teach gifted students must complete a minimum of 12 hours of training in differentiated instruction. All teachers assigned to teach gifted students are expected to attend a CAG weekend or summer Institute within the first year of a GATE teaching assignment. Teachers complete a self-assessment of program development levels within their own classrooms. The self-assessment also documents hours of GATE training completed. (b) The coordinator of the program is a specialist in gifted education with demonstrated knowledge and experience in the field, which includes teaching of gifted students and training teachers at the district and university levels. (See 5:2 b Minimum Standards) (c) Follow-up classroom support for application of activities and strategies are planned in the form of GATE teacher sharing sessions and Professional Learning Community meetings (beginning 2005-2006). (d) In 2004, the GATE Specialist collaborated with Cal State University Fullerton, area GATE coordinators, and CAG representatives to develop an online

GATE certificate program. Teachers are encouraged to enroll in university certificate programs to meet Level 4 competencies in the district staff development plan.

**Section 6: Parent and Community Involvement Districts provide procedures to ensure consistent participation of parents and community members in the planning and evaluation of programs for gifted students. (EC 52205 2f)**

**6:1 Open communication with parents and the community is maintained.**

6:1 Minimum Standards

(a) A GATE brochure is available in English and Spanish for distribution at each school site and at the GATE office describing the district's procedures for identifying gifted and talented students as well as the program options and learning opportunities available. Parents of all newly identified students receive a copy of the brochure by mail. (b) The Fullerton School district GATE application is available to parents and community members at each school site in the GATE handbook and will be available on the district website in 2005. (c) The GATE Parent Advisory Committee meets at least four times a year and is involved in planning and evaluation of the GATE Program through site meetings, input in developing surveys, facilitating parent focus groups, an annual review of the implementation of the recommended standards, and review of program assessment.

6:1 Commendable Standards

(a) Each spring, orientations are scheduled to provide parents of newly identified students information regarding the program and its implementation. Site administrators, the GATE Specialist and/or the GATE psychologist consult with parents of students new to the GATE program at other times throughout the school year. The GATE Parent Organization holds two general meetings a year, one in the fall and one in the spring, to update GATE parents regarding the program and its implementation. (b) The products, achievements and learning experiences of gifted students are shared with parents in a variety of ways including: school newsletters, science fairs, art festivals, historical simulations and fairs, open houses, student-author teas, Family Math and Science Nights, and GATE Family Night.

6:1 Exemplary Standards

(a) GATE parents are involved in the development of the GATE application. Advisory committee members gain input from parents at their school site through surveys, site GATE meetings and school site council meetings. Input is discussed at advisory committee meetings. At least one parent representative from the advisory committee participates in the GATE application planning team. (b, c) The Fullerton School District GATE program continues its partnerships with the following community organizations:

- Fullerton Arboretum—A district GATE teacher developed a standards-aligned, multi-disciplinary life science program in collaboration with arboretum staff, which included teacher training and student field trips. The project was funded by a grant from the parent company of a local business and Cal State Fullerton.

- Fullerton Museum Center—Exhibits provide students with access to primary sources. The Museum Center continues to host GATE Family Night which provides students and their families with enrichment activities related to the museum exhibit. Talented performing arts students are showcased on the Museum Plaza stage annually.
- Cal State Fullerton—In 2004, CSUF developed an online GATE teacher certificate program in collaboration with FSD GATE staff and other county area GATE coordinators. GATE teachers continue to collaborate with university staff to provide enrichment experiences for GATE students at the elementary school site and on the university campus.

**6:2 An active GATE advisory committee with parent involvement is supported by the Fullerton School District.**

6:2 Minimum Standards

(a) Parents from sites throughout the District participate on the GATE Parent Advisory Committee (GPAC). The GPAC meets at least 4 times a year with district staff and community partners to assist in program planning and assessment. (b) The GATE Parent Advisory Committee collaborates with the GATE Specialist and local and state advocacy groups to plan parent education opportunities related to gifted education. The GATE Parent Organization sponsors conference registration fees for advisory committee members. The GPAC will focus on social and emotional needs of gifted students through the parent book club and lending library beginning in 2005-2006. (c) The bylaws and structure of the GPAC are designed to insure that representation of the GATE parents reflect the demographics of the student population. General meetings are held at Title I sites to encourage participation of parents in underrepresented populations.

6:2 Commendable Standards

(a) The GATE Parent Advisory Committee approves the district's state application. The GPAC president cosigns the application. (b) The GATE Parent Advisory Committee consists of representatives from Special Day Class sites, Discover cluster sites, Junior High Schools, and a resident-school cluster representative. The committee meets at the district level at least 4 times a year. In addition, representatives are encouraged to hold at least one meeting at their school sites to gather input from parents. All GATE parents will receive information of current research at the general meetings and through recommended reading lists and the parent book club newsletter. In 2005, the Fullerton School District website will include links to keep parents informed of current research and literature in gifted education. (d-e) The GPAC and GATE Staff collaborate with local businesses and community organizations to offer professional development opportunities and solicit support for gifted education. (See Exemplary Standards 6:1b,c)

6:2 Exemplary Standards

(a) A diverse group of parents participates in the GPAC. Languages other than English represented on the GPAC have included Spanish, Korean and Laotian. Parents of twice-exceptional students have also participated on the GPAC. General meetings are held at Title I sites to encourage participation of underrepresented groups.

**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 52212a1)

**7:1 The district provides ongoing student and GATE program assessment that is consistent with the program's philosophy, goals and standards.**

7:1 Minimum Standards

(a-c) It is the philosophy of the Fullerton School District (FSD) to ensure gifted students develop to their full potential. In order to do so, we must identify special strengths and needs of identified students to ensure the implementation of the program, services and activities support this goal. FSD uses a variety of formal and informal evaluation methods and instruments to assess the implementation of the gifted program as well as the academic progress of gifted students. The results from parent surveys and focus groups, student surveys and interviews, staff feedback and surveys, and the Recommended Standards for Programs for Gifted and Talented Students are the key instruments used in program evaluation. Scores from the Standardized Testing and Reporting (STAR) program, district trimester benchmark exams, student portfolios, and Standards Based Reporting system comprise the main components in the evaluation of student achievement. District schools implement a School Based Coordinated Program Model in which the School Site Council oversees the evaluation of the GATE program at program sites.

7:1 Commendable Standards and Exemplary Standards

(Commendable a, Exemplary c) The GATE specialist has been trained in evaluating gifted education programs and collaborates with the Director of Testing and Evaluation and the Director of Information Services to assess student achievement levels. District staff uses data analysis services such as Edusoft and the CDE's Dataquest to monitor student progress throughout the year and on an annual basis. (Exemplary b) The GATE specialist presents assessment data to staff and parents indicating strengths and weaknesses of the program and collaborates with staff and parents to plan strategies for improvement over time. (Commendable b-c, Exemplary a) Gifted students are expected to meet or exceed grade level standards and perform at proficient or advanced levels on the following criterion referenced assessments: GATE differentiated standards-based progress report, Edusoft trimester benchmark assessments, and California Standards Tests (CST). (d) Students are also expected to create authentic products that evidence inquiry, collaboration and reflection. Project-based learning checklists, student journals, and teacher-created rubrics are used to assess student performance in this area. (e) Results of program assessment including parent survey results, Edusoft benchmark data, and STAR data are presented to the school board and available online through the FSD website and the California Department of Education website which disaggregates STAR data for GATE students. (f) District general funds and GATE funds are used to support program assessment.

**Results of GATE Program Assessment and Improvement Plan**

- 2003: By the 8<sup>th</sup> grade, 100% of GATE students scored at the proficient or advanced level on English Language Arts CSTs.
- 2004: By the 8<sup>th</sup> grade, 99% of GATE students scored at the proficient or advanced level on English Language Arts CSTs.
- 2003: By the 7<sup>th</sup> grade 99% of GATE students scored at the proficient or advanced level on Mathematics CSTs.
- 2004: By the 7<sup>th</sup> grade 100% of GATE students scored at the proficient or advanced level on Mathematics CSTs.
- Teachers monitor benchmark assessments each trimester through analysis of Edusoft data to assure that sufficient progress is being made toward CST proficiency.
- Professional learning communities are being established at sites and at the District level in order to provide leadership and organizational structure for program improvement.
- Results of parent surveys and focus groups, student surveys and interviews generally indicated high satisfaction with the academic program at both Special Day Class sites and Discover clusters. Parents of students enrolled in Discover clusters addressed the school board in very strong support of clusters at Title I schools. The Discover focus group indicated that, in cases where there were small cluster groups (2-3), it was difficult to know how the curriculum was being differentiated for their students. Parents were encouraged to ask the classroom teacher to clarify how differentiated instruction was being implemented for those students. Teachers were informed of parent concerns at staff meetings and through individual communication from the GATE specialist. A Discover cluster teacher presented examples of differentiated activities to parents at the spring general meeting.
- Input gathered from parents through surveys and meetings indicated very strong support for the special day class models at the current school sites. Parents, students, and administrators addressed the school board describing the unique strengths of each special day class site.
- GPAC members indicated that a cost-effective focus on parent education activities especially in the area of social and emotional needs was a priority. As a result, a parent and staff lending library, parent book club, and summary newsletter will be established beginning in the 2005-2006 school year.
- Teacher surveys indicated that time to share strategies and activities for implementing a differentiated curriculum was a high priority. Three GATE teacher-sharing sessions were offered through the district's professional development menu. In addition, teachers requested that an expert be brought in to address needs of twice-exceptional students as more and more of these students are being placed in GATE programs throughout the district. The district GATE psychologist presented information in this area through the district's professional development menu.
- Latino students have traditionally been an underrepresented group in the Fullerton School District's GATE program. The Fullerton School District experienced an increase in Latino student participation in GATE Program options from 25 students in 1995-96 to 107 students in 2001-02. Since that time, the District has maintained an identification rate of at least 2% in the Latino population for 3<sup>rd</sup> through 8<sup>th</sup> grade students. Currently the Latino student identification rate is 3%. Assessment instruments to seek out and identify underrepresented groups and identification rates are reviewed annually.

**Section 8: Budgets** District budgets for gifted programs support and provide for all of the components of the district's GATE program and meet the related standards (EC Section 52209, 5221a1,2,3)

8:1 Minimum and Commendable Standards

(a) The district GATE budget supports the following in order of priority:

- District level coordination including GATE Specialist
- GATE student identification process
- (c) Site level facilitators
- Professional Development/Parent Education
- Instructional materials and equipment for GATE classes

(b-e) See attached budget

8:1 Exemplary Standards

The GATE program is supported in the following areas with additional funding:

- Staff Development funds
- A designated district GATE psychologist
- Special Services provides support for twice-exceptional gifted students.
- Coordinator of Staff Development oversees the program
- SBCP funds 10% of GATE Specialist salary and benefits
- Information Services and Testing and Evaluation departments provide data for identification process and evaluation.
- Edusoft online data analysis tool
- Site SBCP funds support GATE training for home-school cluster teachers