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# *Principal*

## *GATE Information Binder*

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### *Section 1 – GATE Operational Documents*

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January 1, 2021

Dear Principals, School Psychologists, and GATE Coordinators/Lead Teachers,

As schools are coming back into physical instruction, the GATE identification process, including the administration of the CogAt Screener, will also begin. The GATE identification process will determine which students are eligible for GATE programs in 21-22.

We highly recommend that GATE site teams meet to determine their testing dates, equipment and locations for this year's testing. There are three blocks for the CogAt Screener to choose from:

Norming Windows:	Mid-year	December 1 – February 29
	Spring	March 1 – July 31

The GATE department created a reference binder for principals and schools as a reference for the GATE identification and programming process.

Riverside publishing recommends the following testing times for the CogAt:

- Very young students might benefit by waiting until midyear when they are more comfortable with school procedures and are more likely to attend fully to the test tasks.
- Testing in the spring allows school personnel to plan for acceleration or to put the new programs in place by the fall.
- To expedite receipt of test results for a school system and to keep results within the same norming window,
- test administration at each site should occur on approximately the same dates.
- Ensure that specific testing dates do not conflict with holidays or other testing dates.
- School psychologists will be notified when the test is available.

Technology Recommendations:

- A computer lab or classroom dedicated to GATE assessment.
- If using laptops, use newer versions.
- A desktop dedicated hard-wired computer.
- An Ethernet connection with wireless turned off on the proctor device or test less than 12 students at a time (if experiencing problems). Ethernet cables can be purchased through office depot.

- IT has recommended session of 20 or less students per test session if technology issues persist.
- Align with local and state safety guidelines as the primary decision for group testing.

Results:

At the end of the testing block, results will be available to the Administrator and GATE team to distribute results available through Illuminate.

**Private/Charter School Assessment Dates:** TBD

Thank you!



September 30, 2020

Dear Parents/Guardians,

Welcome back to the 2020-21 school year! We will again be starting our GATE identification process with the multi-criterion system including the CogAt assessment.

**TESTING WINDOW:** Each school will determine the testing window that supports their student needs and scheduling. As the return to school is pending due to the COVID pandemic these timelines may be altered this year. When students are back in physical classrooms, letters will be sent home notifying parents of the assessment. All second graders will be tested, 3-5<sup>th</sup> grade students new to the district, and 5<sup>th</sup> grade students who meet the retest criteria of a CogAt score above the 85<sup>th</sup>ile and Above Standard overall score for both English Language Arts and Math on the California Assessment of Student Performance and Progress (CAASPP) assessment in third and fourth grade will be tested.

**RESULTS:** Each school will obtain results after the entire school has completed testing. Results will be sent home through the school site and a copy of the results will be kept in the student files.

**MULTI-CRITERION MATRIX:** The identification determination components for GATE are as follows:

**CogAt Screener Score**

- A student's comprehensive Standard Score (Age Equivalent) on the CogAt serves as the base number for the calculation.

**Achievement**

- 2 points are given to students who *Exceed Grade Level* standards on 10 out of 11 areas in both English Language Arts and Math on standards based report cards (SBRC) and 9 out of 10 areas for second graders.
- 2 points for students who achieve *Above Standard* in all areas of English Language Arts and Math performance areas on the California Assessment of Student Performance and Progress (CAASPP) assessment.

**Factors**

- 5 points are added for English Learners (ELPAC Summative score 1 and 2).
- 5 points are added for students from low socioeconomic backgrounds (free and reduced lunch).
- 2 points are added for students with IEPs.
- 1 point is added for relocation (3 or more school moves in elementary or military)
  
- 1 point is added if student receives points for two factors listed above (i.e. low socioeconomic backgrounds, English Learners, special education, relocation).
- 2 points added if student receives points for three or more factors listed above (i.e. low socioeconomic backgrounds, English learners, special education, relocation).

\*\*\* Students with 121 or more points are recommended for GATE CLUSTER

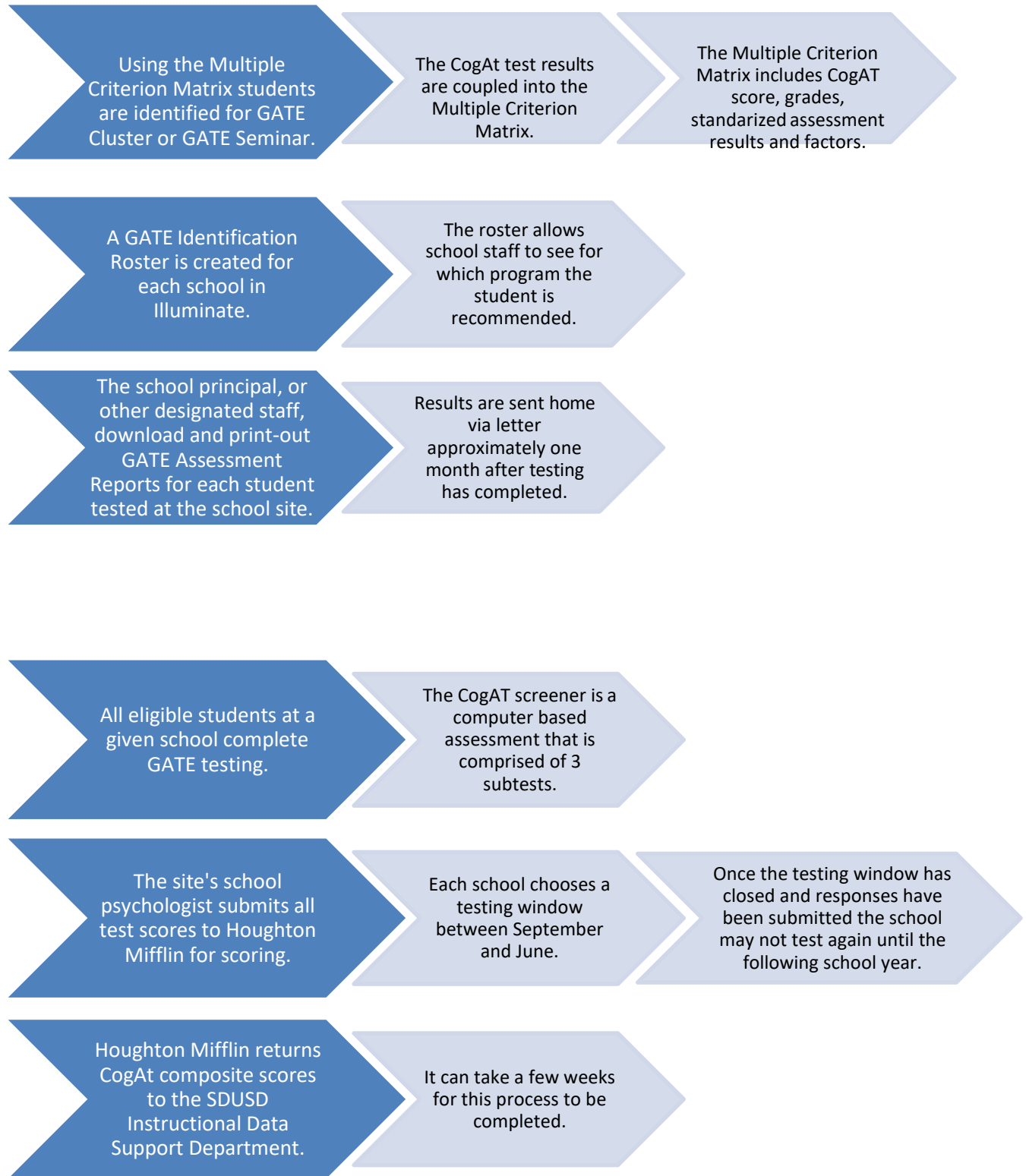
\*\*\* Students with 135 or more points are recommended for GATE SEMINAR

**QUESTIONS:** For programming and assessment questions, please contact the school site administrator or the

GATE team lead. Appeal requests will be handled at the school site. Thank you!

<b>GATE Timeline</b>	
<b>August</b>	Select and Calendar Testing Window
<b>September</b>	<ul style="list-style-type: none"> <li>• Form GATE Team</li> <li>• Review GATE Plan with Staff (See Program Summary)</li> <li>• Select GATE Team Leader</li> </ul>
<b>Fall</b>	<ul style="list-style-type: none"> <li>• Schedule GATE Parent Meeting</li> <li>• Plan GATE Professional Development for Staff</li> </ul>
<b>TBD Dec-May Before Testing Window (Dates Vary)</b>	<ul style="list-style-type: none"> <li>• GATE Testing Meeting (Optional)</li> <li>• Notify Parents of GATE Testing</li> <li>• Distribute Letter from Principal and GATE Assessment Report (See Sample in Binder)</li> <li>• Parents Submit Seminar Intent to Enroll Form for Students who test GATE-Seminar</li> </ul>
<b>TBD After Testing</b>	<ul style="list-style-type: none"> <li>• GATE Informational Meeting After Testing</li> <li>• GATE Appeals (If Necessary)</li> </ul>
<b>Spring</b>	GATE Program Summary Due

# GATE Testing Flow Chart





## **Sample Principal Letter to Accompany GATE Assessment Report**

Dear Parents,

Attached you will find the GATE Assessment Report for your child. The San Diego Unified School District uses a multiple criterion method in recommending students for GATE Programming. Looking at multiple data points rather than a single test score insures that a more complete profile of each student is considered before a recommendation is made.

The GATE Assessment Report gives the composite score from the CogAT screener, which is one aspect of the Multiple Criterion Matrix used by the district to recommend students for GATE Programming. In addition to the CogAT composite score, the GATE Assessment Report identifies the other factors that were considered in the district recommendation for GATE Programming for your child.

At \_\_\_\_\_ school we offer a robust GATE Cluster program. All of the teachers in our GATE Classes have been GATE Certified and use the GATE instructional strategies to insure that every students at \_\_\_\_\_ school is appropriately challenged.

Students who have been recommended for GATE Seminar have the option of attending a GATE Seminar Program or staying at our school. The GATE Recommendation for your child will follow your child throughout his, or her, attendance in San Diego Unified School District. For those students wish to attend a GATE Seminar Program the GATE Seminar Intent Enroll and a "How to" to assist you in completing it are available on the GATE website under the Support Materials tab at <https://www.sandiegounified.org/gate-support-materials>. The geographically closest school offering GATE Seminar Programming in our cluster is \_\_\_\_\_ school.

If you have any questions about the GATE Program at our school please contact our GATE Team Leader \_\_\_\_\_ . If you have questions about your child's GATE Assessment Report please contact our school psychologist

\_\_\_\_\_.

Sincerely,

Your Principal



**2020-2021 GATE Assessment Report**

Student Name:

School:

Student ID:

Grade:

Assessment Term:

Dear Parent or Guardian,

Your student was recently assessed for the San Diego Unified School District (SDUSD) Gifted and Talented Education (GATE) program. If you have questions about the identification process or the recommendation below, please contact your site principal.

For additional information about GATE programs in SDUSD, please see the District website. Support materials for parents can be found at: <https://www.sandiegounified.org/gate-support-materials>

**Data Considered in Your Child’s Placement Recommendation**

**Ability**

Above average performance on  
Cognitive Attributes Test (CogAT) Score:  
Exceeds grade level standards on

**Achievement**

Recent Progress Report Marks and/or Previous Smarter  
Balanced Assessment Performance  
External factor considerations include:

**Factors**

Economic hardship, English learner, Special Education/504 services,  
and frequent relocation.

**IDENTIFICATION**

Based on the SDUSD multi-criterion matrix—including but not limited to information about your student’s ability, achievement, and other relevant factors—the total score and placement recommendation are provided below:

Total Score:

Note: The highest score for students tested multiple times is used for placement recommendations.



## **Distribution of GATE Assessment Reports**

There are several options for distributing GATE Assessment Reports; it is up to the school site administration to determine which method will work best for their school community. In every case, GATE Assessment Reports are to be kept confidential and distributed only to the student's custodial parent/guardian.

- US Mail
- Sign-out – parents sign for their child's GATE Assessment Report in the school office.
- Hand carry – students take home the GATE Assessment Report to their parent/guardian.

### **GATE Appeal Process**

The *Multi-Criterion Matrix* provides a comprehensive approach to examining students for GATE programming. However, as with any data analysis it does not always capture a complete picture of each student. For this reason the board policy has always provided for a GATE Appeal Process as a secondary examination of extenuating circumstances that may inhibit a student's ability to demonstrate their gifts. The following documents are meant as a guide to that process and may be adjusted to the unique needs of each school site.

- ┌ Step 1: Parent/Guardian/Teacher/Staff familiar with the child requests an appeal via the *Request for Appeal Letter*. The applicant also submits additional documentation with the letter to support the reason for the request. The team will provide the district information (e.g. district grades, test scores, etc.).
  
- ┌ Step 2: The GATE team will convene and review the data via the *GATE Appeal Form* and *Multi-Criterion Matrix*. GATE Appeals for multiple students can be completed in one meeting.
  
- ┌ Step 3: One team member will record the results of the review for each student on the *GATE Appeal Team Meeting Notes*. The programming needs of the student should be the primary focus of each meeting.
  
- ┌ Step 4: The school psychologist will fill out the *GATE Review Report* and send a copy to the parent.
  
- ┌ Step 5: ALL forms will be placed in the student's cumulative file.
  
- ┌ Step 6: If the student has had a change in the designation, the administrator will contact Jorge Ho (or relevant party) in IT to make the change in the database.



**REQUEST FOR APPEAL LETTER**

Date: \_\_\_\_\_  
Student Name: \_\_\_\_\_  
Name of the person requesting the appeal: \_\_\_\_\_  
Phone Number: \_\_\_\_\_  
E-mail: \_\_\_\_\_

Reason for the appeal:

- Re-test**
- Identification for GATE cluster**
- Identification for GATE seminar**

Explain the reasons for the current appeal:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Please include any documentation that would support the team's decision (e.g. previous school records, student skills).

\*\*\*Once the form is submitted the GATE team will conduct a full review and respond to the parent/guardian in writing.



**GATE Appeal Form**

Student Name:	
Date of Request:	
Reason for the Appeal:	
Teacher:	Grade:
Date of Birth:	Student ID Number:
Principal:	Email:
School Psychologist (optional):	Email:
GATE Team Leader:	Email:
General Education Teacher:	Email:
Team Member:	Email:
Team Member	Email:
Team Member	Email:

**GATE Appeal Checklist (items considered):**

- ┆ GATE Appeal applicant letter of support
- ┆ Copies of SBAC/State standardized test scores
- ┆ Copies of previous report cards
- ┆ Benchmarks or other classroom assessments
- ┆ Recommendation of teacher(s)
- ┆ Previous GATE Score(s)/Classification
- ┆ (Optional) – Information on student’s achievements (e.g. awards, honors, etc.)

**The final decision is made by the entire team, not by the school psychologist individually.**



**GIFTED AND TALENTED EDUCATION**  
**Multiple-Factor Eligibility Matrix**

<b>ABILITY</b>			
<b>ABILITY</b>	<b>CogAt</b>	135+	<input type="checkbox"/> <b>135 pts</b>
		121-134	<input type="checkbox"/> <b>121-134 pts</b>
		102-120	<input type="checkbox"/> <b>102-120 pts</b>
<b>ACHIEVEMENT</b>			
Standards-Based Report Card (SBRC)	10 out of 11 areas in both ELA and Math	“Exceeds grade level standards”	<input type="checkbox"/> <b>2 points</b>
California Assessment of Student Performance and Progress (CAASPP)	All areas of ELA and Math performance areas	“Above Standard”	<input type="checkbox"/> <b>2 points</b>
<b>FACTORS</b>			
<input type="checkbox"/> <b>Economic (Eligible for free or reduced lunch)</b>			<input type="checkbox"/> <b>5 points</b>
<input type="checkbox"/> <b>Second Language (CELDT scores – intermediate or below)</b>			<input type="checkbox"/> <b>5 points</b>
<input type="checkbox"/> <b>Special Education (active IEP or 504)</b>			<input type="checkbox"/> <b>2 points</b>
<input type="checkbox"/> <b>Relocation (3 or more school moves due to military relocation or during elementary school years)</b>			<input type="checkbox"/> <b>1 point</b>
<input type="checkbox"/> <b>Two of the above factors</b>			<input type="checkbox"/> <b>1 point</b>
<input type="checkbox"/> <b>Three more of the above factors</b>			<input type="checkbox"/> <b>2 points</b>
<b>Total # of points:</b>			<u>          </u>
<b>IDENTIFICATION DECISION:</b>			
<input type="checkbox"/> <b>Not identified for GATE placement (120 or below)</b>			
<input type="checkbox"/> <b>Identified for GATE Cluster (121 + points)</b>			
<input type="checkbox"/> <b>Identified for GATE Seminar (135 + points)</b>			



**GATE Appeal Team Meeting Notes**

Student Name:	
Meeting Date:	
Teacher:	Grade:

**Results of assessment data:**

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**Classroom performance:**

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**Additional consideration:**

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**GATE APPEAL TEAM DECISION:**

- Remain current Designation
- Eligible for re-test
- GATE cluster
- Seminar

Print Name	Signature	Title	Date

**Copies: Cumulative File and the administrator contacts Jorge Ho (or relevant party) in IT if there was an agreed upon designation change.**



Student Name:	
Meeting Date:	
Teacher:	Grade:

**GATE APPEAL REPORT**

The GATE Team at \_\_\_\_\_ school met to consider the appeal for:

Based on the review of the available data the GATE Team agreed your child meets the criteria for:

- Student meets criteria for the SEMINAR program*
- Student meets criteria for the GATE Cluster program*
- Student does not meet GATE criteria at this time*

**GATE Data Considerations**

**Ability**

Test (if completed):

**Achievement**

Tests:  
Grades:  
Classroom Performance:

**Factors:** \_\_\_\_\_ Yes \_\_\_\_\_ No

Considerations include: Economic, English Language Proficiency, Special Education/504 services

**Parent and Teacher Input** \_\_\_\_\_ Parent \_\_\_\_\_ Teacher


If you have any questions about the GATE team recommendations, please contact the school administrator.

Thank you.

# School Site GATE Team

## **Purpose**

The School Site GATE Team is responsible for the development, implementation, and review of the school's GATE program. The School Site GATE Team reviews current GATE programming and practices at the school site and updates/revises the GATE Cluster and/or Seminar Program Summaries before submitting them each year to the GATE Office. All GATE Program Summaries received by the submission deadline will be posted on the GATE website for public review.

The School Site GATE Team insures the certification of teachers responsible for the instruction of students identified as gifted and talented, provides information about professional development opportunities and conferences that address the needs of learners identified as GATE, and supports quality instruction in each GATE classroom. The School Site GATE Team communicates regularly with the site's GATE constituents about established GATE programming. The School Site GATE Team hears GATE Appeals and makes determinations for retesting, placement, and identification based on the outcome of each appeal.

## **Suggested Members:**

- Site administrator who oversees GATE programming
- GATE Team Leader
- GATE DAC Representative
- Site School Psychologist
- GATE teachers, ideally a minimum of 1 from each grade level in which GATE programming is taught

## **Role of GATE Team Leaders**

### **At the School Site**

- Coordinate GATE Cluster and/or Seminar program planning, implementation, and evaluation with site administrators, teachers, and parents.
- Establish and maintain communication and cooperation
  - Among team members
  - With GATE parents, and
  - With GATE DAC representative.
- Support teachers undergoing certification and provide leadership by encouraging on-going staff development.
- Schedule GATE parent meetings together with the GATE DAC representative, and encourage parents to attend GATE events.
- Encourage GATE teacher participation in professional development (e.g. California Association for the Gifted (CAG) Conference, Distinguished Lecturer Series, GATE workshops, etc.).



### **Course Request Process for Multiple Student Groups**

In preparation for 2017-18 master schedule building, the following information is provided to insure instructional placement and supports are reviewed for students' course selections. When a student is a member of two or more student groups such as GATE (Seminar or Cluster), Students learning English (English as a Second Language, Academic Language Development for students identified as Long Term English Learners and Sheltered Instruction in core classes) and Students with Disabilities (504 or Individualized Educational Program), the following processes are to be followed.

#### **Process 1 (GATE/SWD/EL):**

- Student is identified as GATE (Seminar or Cluster) and placed in the proper GATE (S/C) classroom.
- If the student also has an IEP or 504 Plan, then determine the level of services to be provided in the GATE (S/C) classroom.
- If the student is also learning English, then determine the proper level of ELD support which will be added to the student's schedule in addition to GATE programming and IEP/504 supports.

#### **Process 2 (GATE/SWD):**

- Student is identified as GATE (C/S) and placed in the proper GATE (C/S) classroom.
- If the student also has an IEP or 504 Plan, then determine the level of services to be provided in the GATE (S/C) classroom.

#### **Process 3 (GATE/EL):**

- Student is identified as GATE (Seminar or Cluster) and placed in the proper GATE (S/C) classroom.
- If the student is also learning English, then determine the proper level of ELD support which will be added to the students schedule in addition to GATE programming.

#### **Process 4 (SWD/EL):**

- If the student has an IEP or 504 Plan, determine the level of services to be provided in the classroom.
- If the student is also learning English, then determine the proper level of ELD support which will be added to the students schedule in addition to general education programming and IEP/504 supports.

For information regarding the GATE Program email [gate@sandi.net](mailto:gate@sandi.net)

For information regarding English Learner Programs, please contact Office of Language Acquisition at 619-725-7264 or [ola@sandi.net](mailto:ola@sandi.net).

For information regarding Special Education services, please contact Deann Ragsdale, Executive Director, [dragsdale@sandi.net](mailto:dragsdale@sandi.net).

# Cluster Program Description

The first step to developing a school site's annual GATE Program Summary is to review the school site's current GATE programming and determine what best meets the needs of the students identified as GATE at the site. Reviewing GATE programming currently in place and its effectiveness with the GATE Team is the key to developing a responsive and appropriate GATE program for your school.

Best practice demands that differentiation be the bedrock upon which any GATE Cluster program is built and maintained. Additionally, GATE Cluster Programs should be coordinated within high school feeder patterns to insure that an articulated GATE pathway exists to serve the students identified as gifted within each high school cluster.

The GATE Cluster Model provides that 25 percent, or more, of the students enrolled in a GATE Cluster class are identified as GATE; the remaining openings **MUST** reflect the diversity of the school's population. Those who teach GATE Cluster classes must be GATE certified, or in the process of gaining GATE certification.

# Seminar Program Description

The GATE Seminar Program is designed to meet the needs of those students who are identified as highly gifted. An annual review of the GATE Seminar programming that is in place at your school site will insure that the needs of these students, both academic and social-emotional, are being met.

GATE Seminar Programs should be coordinated within a high school feeder pattern to insure that an articulate GATE Seminar Pathway exists to serve those students identified as GATE Seminar within the High School Cluster.

The GATE Seminar Model provides that 50 percent, or more, of the students enrolled in a GATE Seminar class are identified as Seminar; the remaining openings are filled with students identified as GATE Cluster (using test score as the deciding factor). Those who teach GATE Seminar programs must be GATE certified and should have had three years, or more, experience teaching a GATE Cluster class.

# A Short Guide to the GATE Cluster Program

## Program ♦ Student Grouping Models ♦ Resources

**GATE CLUSTER:**  
STUDENTS WHO MEET THE MULTI-CRITERION STANDARDS ARE IDENTIFIED AS A GATE CLUSTER STUDENTS. THIS INCLUDES *A score in the ability range greater or equal to two standard deviations above the mean, high academic achievement, and show characteristics of Gifted students. These students differ from their age peers in that they generally show advanced comprehension, a faster pace of learning, and an ability to handle greater depth and complexity in their learning. These students need challenge by changing the regular curriculum through pace or presentation. They require program differentiation of core subjects in content, process or product in order to realize their learning potential.*

**WEB RESOURCES:**

- Supporting the Emotional Needs of the Gifted [www.sengifted.org](http://www.sengifted.org)
- California Association for the Gifted [www.cagifted.org](http://www.cagifted.org)
- National Association for Gifted

**CLUSTER IDENTIFICATION**

DATA:

CogAT score  
Achievement  
Rating scales  
Factors

FACTORS

- 1. Economic**-eligible for free or reduced lunch.
- 2. Language**-assigned ELPAC overall Language Proficiency of intermediate or below
- 3. Special Education**-has an active IEP or 504 Plan
- 4. Relocation**-student has moved schools more than 3 times.
- 5. High Achievement** – as measured on the standards-based report card (SBRC) and/or the California Assessment of Student Performance and Progress (CAASP).

For additional resources, please visit the GATE department website

[www.sandi.net/GATE](http://www.sandi.net/GATE)

**CLUSTER CLASSROOMS**

Grades 3-10:

Each GATE cluster class is comprised of twenty-five percent GATE identified students; the remainder of the students in the class must reflect the diversity of the school's population.

*Meetings for Parents of Newly Identified GATE Students*  
Please contact the GATE team leader at your child's school site, or your child's school site administrator

For information regarding identification contact your school site psychologist. For answers to questions about Cluster programs, contact your school's Administrator or GATE Team Leader.

Educación para Dotados y Talentosos

# Guía breve para el Programa de Agrupación de GATE

**Programa ♦ Modelos de Agrupación de Estudiantes ♦ Recursos**

<u><b>AGRUPACIÓN GATE:</b></u>	<u><b>AGRUPACIÓN GATE</b></u>	<u><b>SALONES DE GRUPOS DE 3º -10º GRADO:</b></u>
<p>Los estudiantes que cumplen con el criterio múltiple estandarizado, son identificados como estudiantes del Grupo GATE. Esto incluye que en sus habilidades obtuvo una calificación de un rango mayor o igual a dos desviaciones estandarizadas por arriba del promedio, alto desempeño académico, y mostró características de un niño virtuoso. Estos estudiantes se diferencian de otros estudiantes de su edad y generalmente demuestran tener una comprensión avanzada, un aprendizaje más rápido, y la habilidad de manejar conceptos más profundos y complejos durante el aprendizaje. Estos estudiantes necesitan retos por medio de un cambio de ritmo del currículo regular o de las presentaciones. Requieren que las materias del programa sean diferentes en contenido, proceso o producto, para poder alcanzar su mayor potencial de aprendizaje.</p> <hr style="border: 1px solid black;"/> <p style="text-align: center;"><b>Recursos en la Red</b></p> <ul style="list-style-type: none"> <li>• Apoyo de las necesidades emocionales de los dotados <a href="http://www.sengifted.org">www.sengifted.org</a></li> <li>• Asociación de dotados de California <a href="http://www.cagifted.org">www.cagifted.org</a></li> <li>• Asociación Nacional de Niños Dotados <a href="http://www.nagc.org">www.nagc.org</a></li> </ul>	<p style="text-align: center;">Resultado de Desempeño CogAT Factores de las escalas de calificación</p> <p style="text-align: center;"><u><b>FACTORES</b></u></p> <ol style="list-style-type: none"> <li>1. <u><b>Económico</b></u> - elegible para almuerzo gratis o de precio reducido</li> <li>2. <u><b>Idioma</b></u> - asignado a CELDT con un dominio general del idioma con nivel B, E1 o I que indica dominio limitado del inglés</li> <li>3. <u><b>Educación especial</b></u> - tiene un IEP activo o un Plan 504</li> <li>4. <u><b>Reubicación</b></u> - el estudiante ha cambiado de escuela más de 3 veces.</li> </ol> <p style="text-align: center; margin-top: 20px;">Para recursos adicionales, consulte con el departamento de Recursos Educativos (Educational Resources) en el sitio web a la siguiente dirección: <a href="http://www.sandi.net/GATE">www.sandi.net/GATE</a></p> <p style="text-align: center; margin-top: 20px;"><b>Para las juntas de los nuevos padres de estudiantes identificados bajo el grupo GATE</b></p> <p>Favor de comunicarse con el líder del equipo GATE de la escuela de su hijo/a, o con el administrador escolar.</p>	<p style="text-align: center;">Cada clase del grupo GATE está compuesta por el 25% de estudiantes de este grupo; el resto de los estudiantes deben reflejar la diversidad de población escolar.</p> <hr style="border: 1px solid black;"/> <p style="text-align: center;">,</p> <p style="text-align: center;">)</p>

**Para información sobre identificación, apelaciones, y re-examinación, hable con el psicólogo de su plantel escolar. Para respuestas a preguntas acerca de los programas de agrupación, contacte al director de su escuela o al Líder del Equipo de GATE.**



Gifted and Talented Education

# A Short Guide to the Seminar Program

**GATE SEMINAR:**

STUDENTS WHO MEET THE MULTI-CRITERION STANDARDS ARE IDENTIFIED AS A GATE SEMINAR STUDENT. THIS INCLUDES A *score in the ability range greater or equal to three standard deviations above the mean, high academic achievement, and characteristics of Gifted students.*

SEMINAR STUDENTS CAN BE ATYPICAL LEARNERS WHO MAY REQUIRE PROGRAMS SIGNIFICANTLY DIFFERENTIATED FROM THE MORE TYPICAL GATE CLUSTER PROGRAMS. THESE CLASSES SUPPORT STUDENTS IN DEVELOPING THEIR EXCEPTIONAL

**SEMINAR**

**IDENTIFICATION:**

CogAT score Achievement Rating scales Factors

**FACTORS**

- 1. Economic**-eligible for free or reduced lunch.
- 2. Language**-assigned ELPAC overall Language Proficiency of intermediate or below
- 3. Special Education**-has an active IEP or 504 Plan
- 4. Relocation**-student has moved schools more than 3 times.
- 5. High Achievement** – as measured on the standards-

**SEMINAR Classrooms**

**Grades 3-10:**

Each class is comprised of students identified as GATE Seminar; the remaining students in the class are identified as GATE Cluster and high achieving.

**Seminar Programs must:**

- Offer curriculum that meets or exceeds the Common Core State Standards;
- Differentiate instruction to include acceleration, depth, complexity, and novelty as appropriate;
- Enrich curriculum and instruction through the use of community and technology based resources; and
- Develop students' interpersonal, organizational, and leadership skills.

POTENTIAL. THE SEMINAR PROGRAM IS INTENDED TO SERVE VARIED students who need extraordinarily high-level, advanced and challenging curricular activities; those with extremely high tested ability but low school achievement; or those students who are divergent thinkers and “march to a different drummer.”

**WEB RESOURCES:**

- **Supporting the Emotional Needs of the Gifted\_**  
[www.sengifted.org](http://www.sengifted.org)
- **California Association for the Gifted\_**  
[www.cagifted.org](http://www.cagifted.org)
- **National Association for Gifted Children\_**  
[www.nagc.org](http://www.nagc.org)

based report card (SBRC) and/or the California Assessment of Student Performance and Progress (CAASP).

***Meetings for Parents of Newly Identified GATE Students***

Please contact the GATE team leader at your child’s school site, or your child’s school site administrator

For additional resources, please visit the GATE department website

**[www.sandi.net/GATE](http://www.sandi.net/GATE)**

## Seminar Enrollment Procedures

### **RULES GOVERNING SEMINAR ENROLLMENT:**

- ❖ A seminar student has **priority** for placement in the Seminar Program within his/her school of attendance high school feeder pattern.
- ❖ If a seminar program does not exist in your school of attendance high school feeder pattern, please complete and submit the “GATE Seminar Intent to Enroll” found on the GATE Website under the Support Materials tab to by emailing it to [gate@sandi.net](mailto:gate@sandi.net)
- ❖ Students must be District Seminar identified.
- ❖ Transportation is not provided for the Seminar Program.

**Important:** Please notify the seminar site(s) and the GATE Office of your child’s intent to participate in the Seminar Program by submitting the “GATE Seminar Intent to Enroll” form prior to the last day of student attendance.

### Seminar Programs by High School Cluster (Information based on most current information and GATE Seminar Program Summaries submitted to the GATE Office 2016-2017.)

<p><b><u>Clairemont Cluster</u></b> Clairemont High School Marston Middle School</p> <p><b><u>Crawford Cluster</u></b> Mann Middle School Oak Park Elementary</p> <p><b><u>Henry Cluster</u></b> Hearst Elementary Henry High School Lewis Middle School Marvin Elementary</p> <p><b><u>Kearny Cluster</u></b> Montgomery Middle School</p> <p><b><u>La Jolla Cluster</u></b> Muirlands Middle School La Jolla Elementary La Jolla High School</p> <p><b><u>Lincoln Cluster</u></b> Lincoln High School Valencia Park ES</p>	<p><b><u>Madison Cluster</u></b> Hawthorne Elementary Innovation Middle School Madison High School</p> <p><b><u>Mira Mesa Cluster</u></b> Challenger Middle School Ericson Elementary Mira Mesa High School Wangenheim Middle School</p> <p><b><u>Mission Bay Cluster</u></b> Mission Bay High School Pacific Beach Middle School Pacific Beach Elementary</p> <p><b><u>Morse Cluster</u></b> Zamorano Elementary</p> <p><b><u>Point Loma Cluster</u></b> Dana Middle School 5-6 Loma Portal Elementary Point Loma High School Sunset View Elementary</p>	<p><b><u>San Diego Cluster</u></b> Roosevelt Middle School Grant K-8 (beginning at 4<sup>th</sup> grade)</p> <p><b><u>Scripps Ranch Cluster</u></b> Dingeman Elementary Marshall Middle School Miramar Ranch Elementary Scripps Ranch High School</p> <p><b><u>Serra Cluster</u></b> De Portola Middle School Serra High School</p> <p><b><u>University City Cluster</u></b> Spreckels Elementary Standley Middle School University City High School</p>
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For current information regarding 2017-2018 Seminar Programs, visit the GATE website at [www.sandi.net/GATE](http://www.sandi.net/GATE) and choose the Program Summaries tab on the left side of the page.



# Guía Breve para el Programa de Seminario

## Descripción y Recursos del Programa

### **SEMINARIO GATE:**

Los alumnos que cumplan los estándares de criterio múltiple son identificados como alumnos de Seminario GATE. Esto incluye la calificación en el rango de habilidad mayor o igual a tres desviaciones estándar sobre el promedio, el rendimiento académico elevado, y las características de los alumnos de Seminario Dotados. Los alumnos de Seminario pueden ser educando atípicos que pueden necesitar programas significativamente diferenciados de los programas tipos del Agrupamiento. Estas clases apoyan a los alumnos en el desarrollo de su potencial excepcional. El Programa de Seminario tiene la intención de servir a estudiantes varios que requieran actividades curriculares desafiantes, avanzadas y de nivel extraordinariamente elevado, aquellos con habilidades probadas elevadas pero con bajo aprovechamiento escolar, o aquellos alumnos que son pensadores divergentes y que “marchan a su propio ritmo.”

#### **Recursos en la Red**

- **Apoyo de las necesidades emocionales de los dotados**, [www.sengifted.org](http://www.sengifted.org)
- **Asociación de Dotados de California** [www.caqifted.org](http://www.caqifted.org)
- **Asociación Nacional de Niños Dotados** [www.nagc.org](http://www.nagc.org)

### **Seminario GATE**

**Calificaciones CogAT  
Factores de Escalas de  
Clasificación de  
Aprovechamiento**

#### **FACTORES**

1. **Económico**-elegible para almuerzo gratuito o de precio reducido
2. **Idioma**-asignado a CELDT con un dominio general del idioma con nivel B, EI o I que indica dominio limitado del inglés
3. **Educación especial**- tiene un IEP activo o un Plan 504
4. **Reubicación**-el alumno se ha cambiado de escuela mas de tres veces

#### ***Reuniones para Padres de Alumnos recientemente identificados como GATE***

Favor de comunicarse con el líder del equipo GATE en el plantel de su hijo/a o con el/a administrador/a del plantel de su hijo/a.

Para obtener recursos adicionales, favor de visitar la página del departamento GATE. [www.sandi.net/GATE](http://www.sandi.net/GATE)

### **LOS PROGRAMAS DE SEMINARIO DEBEN:**

#### **Salones de SEMINARIO 3-10:**

Cada grupo compuesto de alumnos identificados como Seminario GATE, el resto de los alumnos del grupo se identifican como Agrupamiento GATE

**Los Programas Seminarios deben:**

- Ofrecer el programa de estudios que exceda los Estándares Estatales del Tronco Común;
- Diferenciar la enseñanza para incluir la aceleración, profundidad, complejidad y la novedad conforme sea lo adecuado;
- Enriquecer el programa académico y la enseñanza por medio del uso de los recursos basados en la comunidad y la tecnología; y
- Desarrollar las destrezas interpersonales, organizacionales y liderazgo del alumno.



## Procedimiento para inscripción en el Programa de Seminario

### **REGLAS QUE RIGEN LA INSCRIPCIÓN EN SEMINARIO**

- ❖ Un estudiante de Seminario tiene **prioridad** para asignación en el Programa de Seminario dentro del patrón tributario de su escuela preparatoria local, ya sea como residente o como estudiante dentro del patrón de articulación de Seminario. Los lugares pueden estar limitados en ese plantel y la escuela puede utilizar medios alternativos para escoger a los estudiantes que participen.
- ❖ Si no existe el programa de Seminario en el sistema de patrón tributario alimentador de su Escuela Preparatoria, llene y envíe la forma (Seminario de Intención de Inscripción) "Seminar Intent to Enroll" a la Oficina GATE enviándola por correo -electrónico a [cmarra@sandi.net](mailto:cmarra@sandi.net).
- ❖ Los alumnos deben ser identificados del programa Seminario del Distrito
- ❖ No se proporciona transporte para el Programa Seminario

**Importante: Por favor notifique al plantel de Seminario de la intención de inscribir a su hijo/a para participar en el Programa de Seminario a más tardar en la fecha indicada abajo presentando la forma "*GATE Seminar Intent to Enroll*" (Intención de inscripción en Seminario GATE.**

### Programas de Seminario por patrones tributarios de escuelas preparatorias

<p><b><u>Escuela Preparatoria Clairemont</u></b> Escuela Intermedia Marston</p>	<p><b><u>Escuela Preparatoria Madison</u></b> Escuela Intermedia Innovation Primaria Hawthorne</p>	<p><b><u>Escuela Preparatoria San Diego</u></b> Escuela Intermedia Roosevelt Grant K-8</p>
<p><b><u>(Escuela Preparatoria Crawford)</u></b> Escuela Intermedia Mann Primaria Oak Park</p>	<p><b><u>Escuela Preparatoria Mira Mesa</u></b> Escuela Intermedia Challenger Escuela Intermedia Wangenheim Primaria Ericson</p>	<p><b><u>Escuela Preparatoria Scripps Ranch</u></b> Escuela Intermedia Marshall Primaria Dingeman Primaria Miramar Ranch</p>
<p><b><u>Escuela Preparatoria Henry</u></b> Escuela Intermedia Lewis Primaria Hearst Primaria Marvin</p>	<p><b><u>Escuela Preparatoria Mission Bay</u></b> Escuela Intermedia Pacific Beach Primaria Pacific Beach</p>	<p><b><u>Escuela Preparatoria Serra</u></b> Escuela Intermedia DePortola</p>
<p><b><u>Escuela Preparatoria Kearny</u></b> Escuela Intermedia Montgomery</p>	<p><b><u>Escuela Preparatoria Morse</u></b> Escuela Intermedia Bell Primaria Zamorano</p>	<p><b><u>Escuela Preparatoria University City</u></b> Escuela Intermedia Standley Escuela Primaria Spreckels</p>
<p><b><u>Escuela Preparatoria La Jolla</u></b> Escuela Intermedia Muirlands Primaria La Jolla</p>	<p><b><u>Escuela Preparatoria Point Loma</u></b> Escuela Intermedia Dana (5-6) Primaria Loma Portal Primaria Silvergate Primaria Sunset View</p>	
<p><b><u>(Agrupación de la Preparatoria Lincoln)</u></b> Primaria Valencia Park</p>		

**Para información más actualizada relacionada con los Programas Seminarios 2015-2016, accede el sitio de la red de GATE al [www.sandi.net/GATE](http://www.sandi.net/GATE) y escoja Program Summaries en la parte izquierda de la página.**

# **Categories of Differentiation**

*(Defined by California Association for the Gifted)*

## **Accelerated Learning/ Curriculum Compacting**

A strategy for pacing students through the curriculum at a rate commensurate with their advanced ability, this process enables students to test out of material they have already mastered thereby freeing up time for independent study in a passion area or continued in-depth study in the same content area. The pace should allow them to go as far and as fast as their interests and abilities permit.

### **Questions related to the dimension of acceleration:**

- What advanced resources can be used to enhance understanding of the subject under study?
- What are the strategies needed to study the subject at a more sophisticated level?

## **Complexity**

The quality or process of thinking that combines many ideas or parts to develop complicated and interrelated wholes. A common characteristic of students identified as gifted is to seek complexity in their thinking and to understand complex concepts and generalizations at a more sophisticated level. Making connections with other ideas, showing the relationship between concepts, and introducing understandings from perspectives other than the student's own can meet this need. Such experiences require students to find multiple solutions across the disciplines, over time, and from different perspectives.

### **Questions related to the dimension of complexity:**

- What new relationships can be made within, between, or among the area of study and any other areas of study?
- How can this subject be viewed from many varied perspectives?
- What are the problems and issues within this area of study?
- What might be multiple solutions to a problem identified within this area of study?
- What are the prevailing themes related to this area of study?
- What influence has "time" had on knowledge related to this area of study.

## **Depth**

A process of thought that seeks to understand concepts and generalizations through the analysis of the rules and principles that support the larger idea. A common need of students identified as gifted is to be able to explore a subject at a higher level of understanding by finding the principles and facts that make up its generalizations and concepts. Meeting this need for depth in thinking allows learners to discover details and identify patterns and trends that lead to the

formulation of unanswered questions and the understanding of overarching ideas.

**Questions related to the dimension of depth:**

- What details further the understanding of this area of study; i.e., theme, concept, topic, generalization, issue, theory, or principle?
- How can study of the known be directed towards the unknown, the concrete directed towards the abstract, and the familiar directed towards the unfamiliar?
- What facts, concepts, generalizations, principles, and theories are related to the area of study?
- What patterns and/or trends exist within the area of study/
- What structure(s) and rules characterize the area of study?

**Novelty**

The state or process of being new, unusual, or unique. A common characteristic of students identified as gifted is the need to incorporate original interpretations of existing information by utilizing their personal views and interests. Meeting this need allows students identified as gifted to construct unique and individualized meaning of the structure or concept allowing innovations and re-creations of old systems and ideas.

**Questions related to the dimension of novelty:**

- How can knowledge in the area of study be interpreted personally?
- How can one restate or express in personally important ways knowledge from this area of study?
- What type of investigation or experimentation can be designed to learn more about the area of study?
- What type of original investigation or experiment can be developed to prove or disprove an idea around this area of study?

# Example of Curriculum Compacting

Curriculum compacting gives students' credit for what they already know. It allows students to demonstrate mastery, to omit or accelerate portions of the curriculum, and to pursue accelerated content or enrichment activities.

Mastery, for the purposes of curriculum compacting, can be determined by formal or informal assessment: pretests, journal entries, notebook conferring, surveying, etc.

## **Example:**

In a 7<sup>th</sup> grade science program, 3 of the science units will allow for curriculum compacting:

\_\_\_\_\_.

**Option 1:** Students who earn 90% or above on the pretest will participate in problem-based learning. They will explore a situation (be specific and/or include an attachment outlining the assignment) by building a hypothesis, collecting information, constructing solution products, and deepening their understanding of concepts through debriefing. **Note:** students will work in small groups to read the directions and agree on what the problem means and what solution products would be required. Then they will organize their investigation and inquiry. The group will review the resources and assign group members to explore particular questions and/or survey specific resources. After the individual research has been completed, students will share the information with the entire group and discuss what they have found. They will then collectively work out a system for reporting/demonstrating their findings.

**Option 2:** Students who earn 90% or better on the pretest will work on an independent study project in the same content area or passion area in science.

**Option 3:** Students who earn 90% or better on the pretest will work on a situation using Parne's Creative Problem Solving Strategy. This sequential process will enable an individual to work form a "mess" to arrive at a creative, innovative, and/or effective solution to the situation posed. Note: Parne's total six stages are:

1. Mess-finding (Objective Finding)
2. Fact-finding
3. Problem-Finding
4. Idea-finding
5. Solution finding (Idea evaluation)
6. Acceptance-finding (Idea implementation)

**Option 4:** Students who earn a 90% or better on the pretest will work at a learning center to explore the following topics or ideas: (include a list).

# Definitions of GATE Instructional Strategies for Differentiation

**ICONS for Depth and Complexity:** using standardized ICONS to help students identify and evaluate elements of depth and complexity and examine content in a more critical fashion. ICONS include: language of the discipline, details, patterns, trends, rules, unanswered questions, ethics, big ideas, over time, and point of view.

**Independent Study:** a process wherein a student and teacher identify a topic of study, develop a plan, and timeline for investigation, determine a product resulting from the study, and co-create a method of assessment. The teacher supports and monitors the student's progress throughout the study.

**Kohlberg:** a theory of the development of moral reasoning which provides a method to examine moral dilemmas through class discussion and individual reasoning. The objective of the theory is to have students reach an understanding of the existence of universal ethical principles and to apply these principles to real life problems.

**Learning Centers:** a collection of resources, physical or virtual, students use to investigate topics and disciplines. These collections move students beyond cursory exploration and provide opportunities for study in greater depth.

**Parne's Problem Solving:** a structured method for approaching problems in an imaginative way. It differs from other problem-solving methods in its emphasis on generating a variety of alternatives before selecting and implementing a solution.

**Problem Based Learning (PBL):** a process in which students explore an ill-structured problem or situation by building a hypothesis, consulting information, constructing solution products, and deepen their understanding of concepts through debriefing and reflection.

**Socratic Seminar:** a **highly structured** process in which students seek a more in-depth understanding of complex ideas through rigorous and thoughtful dialogue and the presentation of researched and supported positions.

**Taba:** students employ an inductive reasoning process during a teacher facilitated discussion which moves through concept development, interpretation of data, application of generalizations, and resolution of conflicts.

**Tiered Lessons:** all students within a class are working on the same skill or concept and assignments are "tiered" based on student level of proficiency. Lessons within the unit move from: concrete to abstract, simple to complex, structured to open ended, fewer facts to multi-faceted, or from a slower to a faster pace as dictated by the needs of the learners.

# Definitions for Differentiating Content, Process, Product, and Learning Environment

The Individualized GATE Seminar Plan (IGSP) was designed for schools with very small populations of students identified as GATE Seminar where grouping is not possible, or for those students whose parents have chosen to have them not participate in a GATE Seminar Program. An IGSP is created for each student identified as GATE Seminar and is placed on file in both the site office and the **GATE Office** along with the GATE Site Program Summary. The IGSP should be **reviewed, updated, and signed by the student’s parent regularly** throughout the school year to insure that the student identified as GATE Seminar is receiving appropriate GATE Seminar programming and support.

When planning and Individualized GATE Seminar Plan (IGSP), the teacher will accelerate, remediate, and/or provide enrichment commensurate with the student’s abilities. Keeping in mind differentiation strategies for content, process, product, and learning environment, the teacher will integrate lessons that are supported in the following manner to address student needs.

<b>Content</b>	<ul style="list-style-type: none"> <li>• abstractness</li> <li>• complexity</li> <li>• extra-curricular topics</li> <li>• lives and living</li> </ul>	<ul style="list-style-type: none"> <li>• organization</li> <li>• real life topics</li> <li>• self-selected content</li> </ul>
<b>Process</b>	<ul style="list-style-type: none"> <li>• complex thinking</li> <li>• open-endedness</li> <li>• expert methods of inquiry</li> <li>• individual pursuits</li> <li>• inquiry based</li> </ul>	<ul style="list-style-type: none"> <li>• reflective</li> <li>• pacing</li> <li>• variety</li> <li>• self-selected process</li> </ul>
<b>Product</b>	<ul style="list-style-type: none"> <li>• authentic audiences</li> <li>• transformation</li> <li>• variety</li> </ul>	<ul style="list-style-type: none"> <li>• self-selected product</li> <li>• appropriate evaluation</li> </ul>
<b>Learning Environment</b>	<ul style="list-style-type: none"> <li>• learner centered</li> <li>• encourages independence</li> <li>• open-endedness</li> <li>• accepting</li> </ul>	<ul style="list-style-type: none"> <li>• complexity</li> <li>• varied groupings</li> <li>• flexibility</li> <li>• high mobility</li> </ul>

## Definitions of Content Modifications:

**Abstractness:** the content focuses on abstract concepts, themes, and theories, ideas that have a wide range of uses rather than simple facts.

**Complexity:** complex content focuses on the relationships between abstract concepts.

**Extra-curricular topics:** the content includes ideas and content areas not taught in the regular curriculum in the student’s grade. This may also include student’s interest.

**Lives and Living:** the content includes biographies, autobiographies, and interviews of brilliant

individuals (past and present) to enable students to learn how exceptional individuals have dealt with their own talents, joys, failures, struggles, peers, family, etc. and can also provide students



will opportunities to interact with real, passionate, committed, goal-directed individuals in their communities.

**Organization:** the content is multidisciplinary and integrated, organized in large, meaningful whole around a theme or generalization rather than small, sequential bits.

**Real Life Topics:** the content addresses problems or provocative questions suggested by or of interest to the student. Students may need help focusing, analyzing and/or defining their questions.

**Self-Selected Content:** the content is chosen by the student. Some will need help choosing and reducing their interests to topics that are manageable.

## Definitions of Process Modifications:

**Complex Thinking:** learning processes used stress use, rather than the acquisition of information. Students apply new, complex ways of thinking to new situations and use this new way of thinking to develop new knowledge, products, or ideas and evaluate its appropriateness.

**Open-endedness:** learning activities that include more open than closed questions and activities. These provocative questions have no predetermined right answer, stimulating students to think more broadly.

**Expert Methods of Inquiry:** students learn by using professional methods of locating and managing resources, problem solving, production techniques, communication techniques, etc.

**Individual Pursuits:** focused independent study (with support, as needed) after a plan and evaluation scheme has been developed.

**Inquiry-based:** learning by discovering patterns, ideas, and underlying principles in real-life event.

**Pacing:** student centered pacing, examples include: pretesting, compacting, telescoping, or acceleration of curriculum within specified subject areas.

## Definitions of Product Modifications:

**Authentic Audiences:** products are shared with real audiences to the greatest extent possible; this may involve the scientific community, the city council, a government agency, the school board, art critic, etc. At other times, the real audience may consist of classmates or other students in the school.

**Transformation:** the product changes the original format of the content (e.g. survey data represented as a table, chart, or essay; a short story or article rewritten as a letter or poem).

**Variety:** learning about/use different types of production techniques and media. Students learn to select an appropriate format given the audience, purpose, and content of the product presented.

**Appropriate Evaluation:** products are evaluated by a member/members of the real audience for the product, using real, predetermined procedures and criteria. Students learn to develop criteria and self-evaluate their products.

## **Definitions of Learning Environment Modifications:**

**Learner Centered:** environment builds on the strengths, interests, and needs of the learners. Students are engaged in the structure/layout of their environment.

**Encourages Independence:** techniques for dividing responsibility within groups, self-monitoring, methods for assessing available resources, time management, and organization are taught.

**Open-endedness:** students are taught to negotiate realistic stages of self-evaluation and accept substantial progress towards a goal as a kind of closure.

**Accepting:** students are taught to accept input from a variety of perspectives, to differentiate between points of view nonjudgmentally in a climate that fosters risk-taking and failure as a valued part of the learning process.


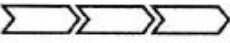


**Complexity:** the development of interdisciplinary understanding through the use of overarching themes and the discovery, and recognition, of relationships between concepts.

**Varied Groupings:** an established procedure for reorganizing groupings as instruction progresses, groupings take into consideration student choice and levels of experience with a given content area.

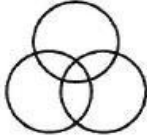
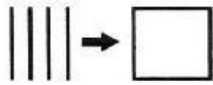

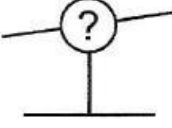
**Flexibility:** the implementation of novel approaches to alter the direction or scope of a lesson in order to maintain or increase student engagement while maintaining the overall goal of the curriculum.

**High Mobility:** allows student, individually or in groups, to move within the classroom or school site setting to take advantage of new venues; encourages the incorporation of educational field studies.

## Facilitating the NEW Prompts of Depth and Complexity

Icons -- Depth	Prompt	Key Questions	Thinking Skills	Resources
	Impact	How does _____ influence _____? What are the effects of _____ on _____?	affect identify force	quotes editorials persuasive essays
	Process	What steps are used to create this? What type of procedure is involved?	sequence connect link order arrange	continuum storyboard flow chart timeline
	Motive	What is causing this to happen? How is the idea or work stimulated?	reason excite inquire explain	biographies autobiographies interviews
	Proof	What information verifies this? How can this be validated?	determine fact vs. opinion support with evidence authenticate prove document	statistics maps encyclopedia

Sandra Kaplan, University of Southern California

Icons -- Complexity	Prompt	Key Questions	Thinking Skills	Resources
	Context	What determines the outcome of an event? What features, conditions, or circumstances describe the situation? How does the environment shape or affect what is happening?	define describe illustrate influence	pictures descriptive essay narratives virtual field trips almanacs video tapes
	Translate	What are the multiple and varied meanings of the language? How is the same idea interpreted in different situations and by different people?	restate interpret recite express explain convert transfer	thesaurus dictionary of professional terms dictionary
	Original	Why is it new? What makes it new? How does time and place make it new?	create design innovate modify redesign	copyright laws encyclopedia artifacts museums
	Judgment	What factors will influence what is happening? How is the decision to be made?	decide determine agree disagree verify investigate identify options to argue	laws newspapers philosophy books

**SAN DIEGO UNIFIED SCHOOL DISTRICT**

**Date:**

**To:** All School Principals, Division and Department Heads

**Subject:** GATE PROGRAM SUMMARY AND DESIGNATION OF SITE GIFTED AND TALENTED SITE TEAM LEADER AND PARENT DISTRICT ADVISORY COUNCIL MEMBER

**Department and/or Persons Concerned:** Principals and Vice Principals

**Due Date:** June 7, 2019

**Reference:**

**Action Requested:** Complete and return the relevant attachment.

**Brief Explanation:**

We ask that you complete and return to our office by June 8, 2018 the attached form describing in summary the GATE Programming offer at your school site including a designation of your site GATE Team Leader and site GATE DAC Representative. Our goal is to provide school communities with a summary of the GATE programming offered at each school site and ensure that site staff members who provide services related to Gifted and Talented programming receive communications regarding training and resources to support your site's compliance with GATE program requirements.

Our intent is to identify the person at each site who, regardless of position title, handles any aspect of GATE education, compliance services, support, and assessment. We will include all such persons on our GATE educator e-mail list and invite them to all available training and professional development opportunities over the course of the school year. The process of completing this form should be a shared experience with the principal, vice-principal, GATE teachers and parents when possible.

One GATE District Advisory Committee (GATE DAC) Representative is invited to attend the monthly GATE DAC Meetings. This parent will communicate information gained to your GATE parent community and act as your site's one vote in GATE DAC matters. Should your GATE DAC Representative be unable to attend a meeting, a name as an alternate is also requested to represent/vote on your school site's behalf. Both the GATE DAC Representative and the alternate will be added to the official GATE DAC sign-in sheet in addition to the GATE DAC e-mail list so that they may receive information about upcoming meetings and handouts provided at GATE DAC meetings.

***School sites that provide GATE Cluster Programs please complete Attachment 1. School sites that provide both GATE Cluster and GATE Seminar Programs please complete Attachment 2.***

Please scan the completed GATE Site Information form and GATE Program Summary to Chris Marra at [cmarra@sandi.net](mailto:cmarra@sandi.net).

**APPROVED:**

Jim Solo  
Executive Director  
Office of Leadership and Learning

Attachments (3)



## GATE Cluster Program Summary 2020-2021

25% of each GATE Cluster Class identified in PowerSchool (e.g. E3\_G.4, or 1501C\_2.0,) is comprised of students identified as GATE; the remainder of the students in the class **must** reflect the diversity of the school’s population.

Site:	
Address:	
Phone:	Website:
Principal:	Email:
School Psychologist:	Email:
GATE Team Leader:	Email:
GATE DAC Representative:	Email:
Alternate GATE DAC Representative:	Email:

According to your site’s Assignment Book, are there teachers at your school site who are not District GATE Certified but are teaching a GATE Cluster class for this school year?    **Yes**            **No**

Has a waiver been completed for these teachers?    **Yes**            **No**

**How do the GATE Cluster classroom teachers identify academic skill levels and provide direct instruction, interventions, and/or acceleration for students identified as GATE Cluster?**

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**Instruction includes the ongoing use of GATE Best Practices (Check All That Apply):**

- |  |  |
|--|--|
| <input type="checkbox"/> Socratic Seminar                      | <input type="checkbox"/>   |
| <input type="checkbox"/> Icons for Depth and Complexity        | <input type="checkbox"/> Independent Study   |
| <input type="checkbox"/> Curriculum Compacting                 | <input type="checkbox"/> Learning Centers  |
| <input type="checkbox"/> Note-Taking Skills                    | <input type="checkbox"/> Alternate Assignments   |
| <input type="checkbox"/> Challenge Opportunities               | <input type="checkbox"/> Tiered Activities   |
| <input type="checkbox"/> Problem / Project Based Learning      | <input type="checkbox"/> Open Ended Questions  |
| <input type="checkbox"/> Teaching of Organizational Techniques | <input type="checkbox"/> Cognitive Demanding Reading and Writing Instruction               |
| <input type="checkbox"/> Inquiry Based Instruction             | <input type="checkbox"/> Collaborative Projects / Assignments                              |
| <input type="checkbox"/> Access to Appropriate Leveled Reading | <input type="checkbox"/> High Level Questioning Techniques<br>(Ex. Bloom's Taxonomy & DOK) |
| <input type="checkbox"/> Other: _____                          |  |

**In addition to mastery of CCSS, what are your GATE program goals? (Check All That Apply)**

- A stimulating and challenging environment that provides a differentiated curriculum focusing on greater depth, pacing, complexity, and novelty as an integral part of the school day.
- Effective communication and articulation between the school, home and community via EdConnect, e-mail, website, newsletters and brochures.
- Integrated learning experiences through interdisciplinary units.
- Development of skills in using technology.
- Opportunities for students to develop and nurture interpersonal and social skills.
- A comprehensive, research-based staff development program for teachers and parents that supports the academic, social, and emotional needs of advanced learners.
- Service to GATE identified students as well as all students with recognized gifted potential.
- Intentional enrollment of students from under-represented populations within GATE-Cluster classrooms.
- A Site GATE Team made up of the administrator, GATE team leader, teachers, parents, counselors and community members that meets periodically throughout the school year to discuss issues relevant to Gifted Education.
- Other: \_\_\_\_\_

**When are your two 2020-2021 GATE Cluster Parent Meetings scheduled?**

<b>Date:</b>	<b>Date:</b>
<b>GATE Program Overview meeting focus:</b> <input type="checkbox"/> Introduction of site GATE Team <input type="checkbox"/> Review Site GATE Program & Vision <input type="checkbox"/> Parent Informational Meeting <input type="checkbox"/> GATE Testing Information <input type="checkbox"/> Other: _____	<b>Newly Identified GATE Student meeting focus:</b> <input type="checkbox"/> Review Site GATE Program & Vision <input type="checkbox"/> Parent Informational Meeting <input type="checkbox"/> GATE Testing Information <input type="checkbox"/> Information for Newly GATE Identified Students <input type="checkbox"/> Other: _____

Principal's Signature \_\_\_\_\_ Date \_\_\_\_\_



### GATE Cluster and Seminar Program Summary 2020-2021

**GATE Cluster:** 25% of each **GATE Cluster Class** identified in PowerSchool (e.g. E3\_G.4, or 1501C\_2.0) is comprised of students identified as GATE Cluster; the remainder of the students in the class **must** reflect the diversity of the school’s population.

**GATE Seminar:** A minimum 50% of each class identified as **Seminar** in PowerSchool (e.g. E3\_H.4, or 1520S\_2.1) is comprised of students identified as GATE Seminar; the remainder of the students in the class are identified as GATE Cluster.

Site:	
Address:	
Phone:	Website:
Principal:	Email:
School Psychologist:	Email:
GATE Team Leader:	Email:
GATE DAC Representative:	Email:
Alternate GATE DAC Representative:	Email:

According to your site’s Assignment Book, are there teachers at your school site who are not District GATE Certified but are teaching a GATE Cluster class for this school year?    **Yes**    **No**

Has a waiver been completed for these teachers?    **Yes**    **No**

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**How do the GATE Cluster classroom teachers identify academic skill levels and provide direct instruction, interventions, and/or acceleration for students identified as GATE Cluster?**

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**In addition to mastery of CCSS, what are your GATE program goals?**

- A stimulating and challenging environment that provides a differentiated curriculum focusing on greater depth, pacing, complexity, and novelty as an integral part of the school day.
- Effective communication and articulation between the school, home and community via EdConect, e-mail, website, newsletters and brochures.
- Integrated learning experiences through interdisciplinary units.
- Development of skills in using technology.
- Opportunities for students to develop and nurture interpersonal and social skills.
- A comprehensive, research-based staff development program for teachers and parents that supports the academic, social, and emotional needs of advanced learners.
- Service to GATE identified students as well as all students with recognized gifted potential.
- Intentional enrollment of students from under-represented populations within GATE-Cluster classrooms.
- A Site GATE Team made up of the administrator, GATE Team Leader, teachers, parents, counselors and community members that meets periodically throughout the school year to discuss issues relevant to Gifted Education.
- Other: \_\_\_\_\_

**What curriculum modifications are implemented to provide depth, complexity, and novelty within your GATE Seminar classes?**

- The use of formal and informal assessments before, periodically during, and after each unit of study to determine level of differentiation of instruction.
  - Once levels of performance are evaluated, teachers determine appropriate balance of direct instruction, student driven inquiry and meaningful rigorous extension work.
  - Students grouped by ability in partnerships, small group, and/or whole class lessons based on assessment.
  - Other: \_\_\_\_\_
-

**Instruction includes the ongoing use of GATE Best Practices (Check All That Apply):**

- |  |   |
|--|---|
| <input type="checkbox"/> Socratic Seminar                      | <input type="checkbox"/>  |
| <input type="checkbox"/> Icons for Depth and Complexity        | <input type="checkbox"/> Independent Study  |
| <input type="checkbox"/> Curriculum Compacting                 | <input type="checkbox"/> Learning Centers   |
| <input type="checkbox"/> Note-Taking Skills                    | <input type="checkbox"/> Alternate Assignments  |
| <input type="checkbox"/> Challenge Opportunities               | <input type="checkbox"/> Tiered Activities  |
| <input type="checkbox"/> Problem / Project Based Learning      | <input type="checkbox"/> Open Ended Questions   |
| <input type="checkbox"/> Teaching of Organizational Techniques | <input type="checkbox"/> Cognitive Demanding Reading and Writing Instruction              |
| <input type="checkbox"/> Inquiry Based Instruction             | <input type="checkbox"/> Collaborative Projects / Assignments                             |
| <input type="checkbox"/> Access to Appropriate Leveled Reading | <input type="checkbox"/> High Level Questioning Techniques<br>(Ex. Blooms Taxonomy & DOK) |
| <input type="checkbox"/> Other: _____                          |   |

**What unique activities/ opportunities for student choice and creative expression are made available to students within your GATE Seminar classes?**

- Academic Enrichment Activities
- Multi-Level and Multi-Dimensional Curriculum
- Interdisciplinary Study / Projects
- Participation in Academic Contests / Teams
- Leadership Opportunities
- Opportunities to Collaborate with Experts in the Field
- Long Range in Depth Projects
- Additional Opportunities for Published Work
- Lessons Address Supporting Social/Emotional Needs of Students who are Gifted
- Other: \_\_\_\_\_

**When are your two 2020-2021 GATE Cluster Parent Meetings scheduled?**

<b>Date:</b>	<b>Date:</b>
<b>GATE Program Overview meeting focus:</b> <input type="checkbox"/> Review Site GATE Program & Vision <input type="checkbox"/> Parent Informational Meeting <input type="checkbox"/> GATE Testing Information <input type="checkbox"/> Other: _____	<b>Newly Identified GATE Student meeting focus:</b> <input type="checkbox"/> Review Site GATE Program & Vision <input type="checkbox"/> Parent Informational Meeting <input type="checkbox"/> GATE Testing Information <input type="checkbox"/> Information for Newly GATE Identified Students <input type="checkbox"/> Other: _____

Principal's Signature \_\_\_\_\_ Date \_\_\_\_\_

## **2020 - 2021 GATE DAC Meeting Schedule**

All meetings are held on the third Monday of the month as listed,  
from 6:30 p.m. – 8:00 p.m.

**September 21, 2020**

**November 16, 2020 - zoom link <https://sandiegounified.zoom.us/j/82201209598>**

**January 25, 2021**

**March 15, 2021**

**May 17, 2021**

At present the meetings will be via zoom. Meeting information can be found on the GATE website on the public side.

[https://www.sandiegounified.org/departments/gifted\\_and\\_talented\\_education](https://www.sandiegounified.org/departments/gifted_and_talented_education)

SAMPLE



### GATE Cluster Program Summary 2019-2020

25% of each GATE Cluster Class identified in PowerSchool (e.g. E3\_G.4, or 1501C\_2.0,) is comprised of students identified as GATE; the remainder of the students in the class **must** reflect the diversity of the school’s population.

Site: <b>This is an example of a GATE Cluster Program Summary</b>	
Address: *****	
Phone: *****	Website:*****
Principal:*****	Email:*****
School Psychologist: *****	Email: *****
GATE Team Leader:*****	Email:*****
GATE DAC Representative:*****	Email:*****
Alternate GATE DAC Representative:*****	Email:*****

According to your site’s Assignment Book, are there teachers at your school site who are not District GATE Certified but are teaching a GATE Cluster class for this school year?    **X Yes**    No

Has a waiver been completed for these teachers?    Yes    No    **X N/A**

All teachers at Example Elementary School are GATE Certified.

**How do the GATE Cluster classroom teachers identify academic skill levels and provide direct instruction, interventions, and/or acceleration for students identified as GATE Cluster?**

Students at Exemplar Elementary receive instruction that meets the needs of all learners. Teachers compile data from ongoing formal and informal assessments to determine how to best meet the needs of all types of learners. Teachers meet in Professional Learning Communities in to order to analyze student work to gain a strong understanding of ALL learners in their classroom and to determine next best steps for instruction and decide the additional supports needed for each student (i.e. review, reteach and/or extend student learning) ensuring student success. Students are supported in one on one, small group and whole class instruction.

SAMPLE

**Instruction includes the ongoing use of GATE Best Practices (Check All That Apply):**

- |  |   |
|--|---|
| <input checked="" type="checkbox"/> Socratic Seminar   | <input type="checkbox"/> Independent Study  |
| <input checked="" type="checkbox"/> Icons for Depth and Complexity   | <input checked="" type="checkbox"/> Learning Centers  |
| <input type="checkbox"/> Curriculum Compacting   | <input checked="" type="checkbox"/> Alternate Assignments   |
| <input checked="" type="checkbox"/> Note-Taking Skills   | <input type="checkbox"/> Tiered Activities  |
| <input checked="" type="checkbox"/> Challenge Opportunities  | <input checked="" type="checkbox"/> Open Ended Questions  |
| <input checked="" type="checkbox"/> Problem / Project Based Learning   | <input checked="" type="checkbox"/> Cognitive Demanding Reading and Writing Instruction               |
| <input checked="" type="checkbox"/> Teaching of Organizational Techniques  | <input type="checkbox"/> Collaborative Projects / Assignments   |
| <input checked="" type="checkbox"/> Inquiry Based Instruction  | <input checked="" type="checkbox"/> High Level Questioning Techniques<br>(Ex. Bloom's Taxonomy & DOK) |
| <input checked="" type="checkbox"/> Access to Appropriate Leveled Reading  | <input checked="" type="checkbox"/>   |
| <input checked="" type="checkbox"/> Other: <u>Opportunities for students to be creators of digital content to show mastery of standards.</u> |   |

**In addition to mastery of CCSS, what are your GATE program goals? (Check All That Apply)**

- A stimulating and challenging environment that provides a differentiated curriculum focusing on greater depth, pacing, complexity, and novelty as an integral part of the school day.
- Effective communication and articulation between the school, home and community via EdConnect, e-mail, website, newsletters and brochures.
- Integrated learning experiences through interdisciplinary units.
- Development of skills in using technology.
- Opportunities for students to develop and nurture interpersonal and social skills.
- A comprehensive, research-based staff development program for teachers and parents that supports the academic, social, and emotional needs of advanced learners.
- Service to GATE identified students as well as all students with recognized gifted potential.
- Intentional enrollment of students from under-represented populations within GATE-Cluster classrooms.
- A Site GATE Team made up of the administrator, GATE team leader, teachers, parents, counselors and community members that meets periodically throughout the school year to discuss issues relevant to Gifted Education.

# SAMPLE

## When are your two 2019-2020 GATE Cluster Parent Meetings scheduled?

<b>Date: September 13, 2019</b> <b>Fall 2019 Meeting</b>	<b>Date: March 7, 2020</b> <b>Spring 2020 Meeting – Review Scores from GATE Testing</b>
<b>GATE Program Overview meeting focus:</b> <input checked="" type="checkbox"/> Introduction of site GATE Team <input checked="" type="checkbox"/> Review Site GATE Program & Vision <input checked="" type="checkbox"/> Parent Informational Meeting <input checked="" type="checkbox"/> GATE Testing Information <input type="checkbox"/> Other: _____	<b>Newly Identified GATE Student meeting focus:</b> <input checked="" type="checkbox"/> Review Site GATE Program & Vision <input checked="" type="checkbox"/> Parent Informational Meeting <input checked="" type="checkbox"/> GATE Testing Information <input checked="" type="checkbox"/> Information for Newly GATE Identified Students <input type="checkbox"/> Other: _____

Principal's Signature \_\_\_\_\_ Date \_\_\_\_\_



**GATE Cluster and Seminar Program Summary 2019-2020**

**GATE Cluster:** 25% of each **GATE Cluster Class** identified in PowerSchool (e.g. E3\_G.4, or 1501C\_2.0) is comprised of students identified as GATE Cluster; the remainder of the students in the class **must** reflect the diversity of the school’s population.

**GATE Seminar:** A minimum 50% of each class identified as **Seminar** in PowerSchool (e.g. E3\_H.4, or 1520S\_2.1) is

Site: <b>This is an Example of a GATE Cluster AND SEMINAR Program Summary</b>	
Address: <b>NOTE: Only Schools with Seminar Programs Fill Out Attachment #2</b>	
Phone: <b>GATE Cluster Only-FILL OUT ATTACHMENT #1</b>	Website: *****
Principal: *****	Email: *****
School Psychologist: *****	Email: *****
GATE Team Leader: *****	Email: *****
GATE DAC Representative: *****	Email: *****
Alternate GATE DAC Representative: *****	Email: *****

comprised of students identified as GATE Seminar; the remainder of the students in the class are identified as GATE Cluster.

According to your site’s Assignment Book, are there teachers at your school site who are not District GATE Certified but are teaching a GATE Cluster class for this school year?    **Yes**    **No**       

Has a waiver been completed for these teachers?       

*All teachers at Example Elementary School are GATE Certified.*

**How do the GATE Cluster classroom teachers identify academic skill levels and provide direct instruction, interventions, and/or acceleration for students identified as GATE Cluster?**

Students at Example Elementary receive instruction that meets the needs of all learners. Teachers compile data from ongoing formal and informal assessments to determine how to best meet the needs of all types of learners. Teachers meet in Professional Learning Communities in order to analyze student work to gain a strong understanding of ALL learners in their classroom and to determine next best steps for instruction and decide the additional supports needed for each student (i.e. review, reteach and/or extend student learning) ensuring student success. Students are supported in one on one, small group and whole class instruction.

## SAMPLE

### **In addition to mastery of CCSS, what are your GATE program goals?**

- A stimulating and challenging environment that provides a differentiated curriculum focusing on greater depth, pacing, complexity, and novelty as an integral part of the school day.
- Effective communication and articulation between the school, home and community via EdConect, e-mail, website, newsletters and brochures.
- Integrated learning experiences through interdisciplinary units.
- Development of skills in using technology.
- Opportunities for students to develop and nurture interpersonal and social skills.
- A comprehensive, research-based staff development program for teachers and parents that supports the academic, social, and emotional needs of advanced learners.
- Service to GATE identified students as well as all students with recognized gifted potential.
- Intentional enrollment of students from under-represented populations within GATE-Cluster classrooms.
- A Site GATE Team made up of the administrator, GATE Team Leader, teachers, parents, counselors and community members that meets periodically throughout the school year to discuss issues relevant to Gifted Education.
- Other: Enhanced used of technology: students create digital content to show mastery of CCSS.

### **What curriculum modifications are implemented to provide depth, complexity, and novelty within your GATE Seminar classes?**

- The use of formal and informal assessments before, periodically during, and after each unit of study to determine level of differentiation of instruction.
- Once levels of performance are evaluated, teachers determine appropriate balance of direct instruction, student driven inquiry and meaningful rigorous extension work.
- Students grouped by ability in partnerships, small group, and/or whole class lessons based on assessment.
- Other: Instructional emphasis in global education. Students in grades 3-5 explore connections between cultures and civilizations as part of our integrated global studies units which emphasizes leadership, ethics, cultural competence, and personal responsibility.

# SAMPLE

**Instruction includes the ongoing use of GATE Best Practices (Check All That Apply):**

- |   |  |
|---|--|
| <input checked="" type="checkbox"/> Socratic Seminar                      | <input checked="" type="checkbox"/> Independent Study  |
| <input checked="" type="checkbox"/> Icons for Depth and Complexity        | <input checked="" type="checkbox"/> Learning Centers   |
| <input checked="" type="checkbox"/> Curriculum Compacting                 | <input checked="" type="checkbox"/> Alternate Assignments  |
| <input checked="" type="checkbox"/> Note-Taking Skills                    | <input checked="" type="checkbox"/> Tiered Activities  |
| <input checked="" type="checkbox"/> Challenge Opportunities               | <input checked="" type="checkbox"/> Open Ended Questions   |
| <input checked="" type="checkbox"/> Problem / Project Based Learning      | <input checked="" type="checkbox"/> Cognitive Demanding Reading and Writing Instruction              |
| <input checked="" type="checkbox"/> Teaching of Organizational Techniques | <input type="checkbox"/> Collaborative Projects / Assignments  |
| <input checked="" type="checkbox"/> Inquiry Based Instruction             | <input checked="" type="checkbox"/> High Level Questioning Techniques<br>(Ex. Blooms Taxonomy & DOK) |
| <input checked="" type="checkbox"/> Access to Appropriate Leveled Reading | <input checked="" type="checkbox"/>  |
| <input type="checkbox"/> Other: _____                                     |  |

**What unique activities/ opportunities for student choice and creative expression are made available to students within your GATE Seminar classes?**

- Academic Enrichment Activities
- Multi-Level and Multi-Dimensional Curriculum
- Interdisciplinary Study / Projects
- Participation in Academic Contests / Teams
- Leadership Opportunities
- Opportunities to Collaborative with Experts in the Field
- Long Range in Depth Projects
- Additional Opportunities for Published Work
- Lessons Address Supporting Social/Emotional Needs of Students who are Gifted
- Other: Personalized instruction and goal setting for all students, including students who are dually identified twice exceptional and English learners.

# SAMPLE

## When are your two 2019-2020 GATE Cluster Parent Meetings scheduled?

<b>Date: September 13, 2019</b> Fall 2019 Meeting	<b>Date: March 7, 2020</b> Spring 2020 Meeting – Review Scores from GATE Testing
<b>GATE Program Overview meeting focus:</b> <input checked="" type="checkbox"/> Review Site GATE Program & Vision <input checked="" type="checkbox"/> Parent Informational Meeting <input checked="" type="checkbox"/> GATE Testing Information  __ Other: _____	<b>Newly Identified GATE Student meeting focus:</b> <input checked="" type="checkbox"/> Review Site GATE Program & Vision <input checked="" type="checkbox"/> Parent Informational Meeting <input checked="" type="checkbox"/> GATE Testing Information <input checked="" type="checkbox"/> Information for Newly GATE Identified Students  __ Other: _____

Principal's Signature \_\_\_\_\_ Date \_\_\_\_\_



