

Gifted And Talented Education



2008-2009

San Diego Unified School District

San Diego, California

San Diego Unified School District

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Table of Contents

Introduction.....	1
History of Legislation and GATE-San Diego Unified School District	4
GATE Program Goals	6
Raven Progressive Matrices	7
Identification of Gifted Students	9
GATE Seminar Identification	10
GATE Cluster--Intellectual Identification	11
GATE Cluster--High Achievement Identification	12
GATE Cluster--Specific Academic Identification	13
Factors	14
Retesting of Students	15
GATE Retesting Appeal Process	16
Student Testing	17
Programs	18
GATE Cluster Models	22
Teacher Certification	24
Administration	25
Evaluation	27
School Choice Program and Enrollment Options	28
GATE Teaching Strategies.....	30
Answers to Frequently Asked Questions	32
Parent Involvement	41
GATE-District Advisory Committee	42
Professional Associations	43
Websites	45
From the Bookshelf—for Students	46
School GATE Cluster Models and Map	Appendix A
Important Dates of Note	Appendix B
CAG Membership form	Appendix C

Booklet prepared by Marcia DiJosia with thanks to Aline Hendricks and Laura Rafal

Welcome to the San Diego Unified School District Gifted and Talented Education program! The purpose of this booklet is to provide information about gifted and academically talented education, in general, and San Diego Unified School District GATE opportunities, in particular.

San Diego Unified School District initiates the identification process through universal testing in grade 2--all second graders are tested. Students are reviewed for retest eligibility in grades 5 and 7 as the child matures. When a new student enters the district, they are tested at their school during that year. Students from private schools are also tested to provide a conduit into the San Diego Unified School District. GATE programs begin in grade 3 and extend through grade 12. San Diego offers two program delivery systems: Cluster classes or groupings for the gifted (classes may include students who have demonstrated the ability to benefit from the GATE differentiated curriculum and instruction) and Seminar classes for students identified as highly gifted.

CLUSTER STUDENT AND PROGRAM DEFINITIONS

Students who score in the ability range greater or equal to two standard deviations above the mean 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 may not be challenged by the regular curriculum or its manner of pace or presentation. They require program differentiation of the core curriculum content in order to realize their learning potential.

The Cluster curriculum and instruction, though based on the core curriculum, must be differentiated in content, process, and product. Levels of abstraction, complexity, and depth must be greater than those provided by the core. The pace of learning must be altered to accommodate students' needs. While students must master the core curriculum, the amount of time and number of repetitions required for learning must be compacted based on teachers' assessment of how the students learn and what they already know. In the Cluster classroom, student interests become a large part of the curricular emphasis. Instructional processes are adapted to students' abilities to work with abstract ideas, to generalize, and to make complex relationships within and across the disciplines.

A GATE teacher is knowledgeable about gifted students' social-emotional as well as intellectual development and carefully designs the environment in the Cluster classroom or grouping. Students' cognitive, affective, physical and intuitive functioning are taken into account. The environment must promote skill development, intellectual growth, and attainment of healthy self-concepts.

SEMINAR STUDENT AND PROGRAM DEFINITIONS

Children who test three standard deviations above the mean are atypical learners who require programs significantly differentiated from the more typical GATE Cluster programs in order to feel comfortable with themselves and their differences and to develop their exceptional potential.

The Seminar program is intended to serve varied profiles as presented by students who need extraordinarily high-level, advanced, and challenging curricular activities; those with extremely high tested ability but low school achievement; and those students who are divergent thinkers and "march to a different drummer." Because these students represent a heterogeneous group with a wider range of abilities than those represented in the GATE Cluster class population, the learning program must be designed for and adapted to individual differences.

Just as GATE Cluster curriculum and instruction is differentiated from the core curricular or Advanced Placement offerings, the Seminar curriculum and instruction must be differentiated from that of the GATE Cluster in content, process, product, and learning environment. The content must be differentiated in levels of abstraction, depth, and complexity, focusing to an even greater degree on generalizations and essential questions. A larger percentage of classroom processes and interactions revolve around interplay and exchange of ideas, with students defending their thinking and looking at their own and others' thinking critically. Students spend more time in pursuit of their own passions and interests with greater emphasis on independent study and long-term projects.

Learning and intellectual exploration are accomplished in an environment purposefully designed by teachers knowledgeable about psycho-social as well as intellectual development of students who, because of their uneven development may be many ages simultaneously. Students are made to feel they "fit," are safe to express their ideas without stigma, and encounter no ceilings to limit their reach. At the same time, students must acquire the necessary skills and knowledge in a manner and a pace, which support their inquiry and investigation. These may be quite different for each individual.

In conclusion, GATE Cluster and Seminar experiences provide a learning program which incorporates core curriculum and advanced, enriched learning opportunities reflecting the interests and creativity of the students. By doing so, the program aims to encourage intellectual development as well as growth of self-identity, exciting students to extend their learning beyond the classroom and beyond their school years.

The State of California first became committed to programs for the gifted with the passage of legislation. This defined a mentally gifted minor as “a minor enrolled in a public primary or secondary school of this state who demonstrates such general intellectual capacity as to place him within the top 2 percent of all students having achieved his school grade throughout the state.”

Further impetus was given to the program with the passage of SB364 by Senator Clair Burgener in 1971. Particularly important in this bill was the provision for funding by the state for up to 3 percent of average daily attendance, starting with \$60 per pupil enrolled in approved programs in 1971-72 and increasing by \$10 increments per year to a maximum of \$100 per pupil in 1975-76.

Legislation affecting the gifted program, AB494, became effective in 1989. Among its provisions was the option for broadening identification criteria into areas of artistic talent, leadership skills, and creative thinking. It also restructured the basis for distributing categorical funds to those California districts that maintain a program for gifted and talented students. The intent of AB 494 and the San Diego USD GATE Program is to place special emphasis on identifying students from economically disadvantaged and varying cultural backgrounds in a fair and equitable manner.

California legislation enacted in 2001, AB 2313, provided revised guidelines for the GATE Cluster program, and required a differentiated curriculum as an integral part of the day in all core subjects.

- ❑ **Being the technological, scientific, medical, and cultural center** that it is, San Diego is home to many families to whom children are born bright, carefully nurtured, and exposed to the influences that keep children inquisitive and receptive.
- ❑ **San Diego Unified School District, having long recognized the need** for a special program for children within the top one-tenth of one percent of the student population, began research during the 1948-49 school year on the educational problems of these students.
- ❑ **One important reason for starting this program** was the fact that when the newly identified students were studied, it was found that only half were doing as well in their classes as pupils with average ability and approximately half had social adjustment problems of some severity. Many had even dropped out of school.
- ❑ **From 1952, formal planning began** for a program to meet the needs of academically gifted students with special offerings developed and adopted as a permanent part of the curriculum.
- ❑ **Two distinct types of programs** have evolved to meet the needs of the diverse gifted population. Neither type of program is intended to produce standardized achievement. One is the Seminar program in which enrollment in each Seminar class is limited to 20 highly gifted students; the other is the Cluster program in which identified students share a classroom with bright, motivated students in an environment of intellectual stimulation. (Model A only—see page 22 for further information)

1. To provide for **differentiation** of content, process, product, and learning environment commensurate with abilities and talents of GATE students in order to create life-long learners.
2. To foster participation in challenging capstone courses by introducing, in earlier grades, the skills, concepts, and **habits of mind needed for success** in rigorous courses.
3. To foster **creativity**, talent development, and self-generating, problem-solving abilities to expand each student's awareness of choices for satisfying contributions to society.
4. To support the **social and emotional needs** of gifted students in order to help students develop healthy self-concepts, increase commitment to personal responsibility and responsibility towards others, and cultivate sensitivity and constructive ethical standards.
5. To encourage and model respect for the full **range of diversity** among individuals with gifts and talents: cultural, socio-economic, language, and double-labeled.
6. To address the needs of **underachieving** GATE students.
7. To assure consistent **participation of parents** and community members in the planning and evaluation of programs for gifted students.
8. To provide **professional development** opportunities related to gifted education to administrators, teachers, counselors, and GATE department staff to support and improve educational opportunities for gifted students.
9. To establish formal and informal **evaluation** methods and instruments that assess the gifted program and performance of gifted students (which meet or exceed state content standards), and to use the results to improve gifted programs and gifted student performance.
10. To provide an equitable, comprehensive, and ongoing **identification** process that adheres to the current state criteria.

- ❑ **Developed by John Raven** in England in 1935, the Raven Progressive Matrices is a nonreading test of **cognitive processing skills** or how a child learns. It is highly “g” loaded; i.e. related to general intelligence.
- ❑ **This instrument may be used to predict ability levels and gifted potential** for all students because it is as **culturally fair** as a test can be constructed. It acts as an excellent assessment for culturally diverse populations, bilingual students, and students with various learning styles, as well. As with all standardized intelligence tests, it assesses general mental ability, which is primarily correlated with success in school.
- ❑ **The Raven takes approximately 45 minutes to administer**, although SDUSD provides an **untimed** setting. It is a 60-item test with multiple-choice answers and is administered in a group. The tasks become progressively more difficult and complex as the test proceeds, but build upon one another so that the patterns of reasoning may be established for clues to responses. The Raven has been normed using diverse ethnic groups and socioeconomic levels. However, San Diego Unified is working with University of San Diego researchers to produce local norms.

- ❑ **The Raven assesses abilities in a variety of areas**, including: alertness to visual detail; categorical thinking; conceptual reasoning; problem-solving skills; concentration; persistence; sequencing; nonverbal concept formation; synthesis and analysis; spatial perception and information processing skills. These follow the hierarchy of Bloom's Taxonomy. Children aged 6 years 6 months through 16 years 6 months take the Standard Progressive Matrices--Plus Version and percentile scores are age based.

- ❑ **The Raven assesses fluid intelligence and cognitive processing** rather than a student's achievement levels, ability to memorize facts or possession of a broad vocabulary. It calls upon abstract rather than concrete thinking and either side of the brain can be utilized in the resolution of responses. Also, the individual determines the correct answer choice by applying his or her area of strength, be it in the formation of verbal or visual clues. The entire test is a learning process. The better a child is able to learn and apply the simpler rules to the more complex problems, the better s/he will perform on the test.

- ❑ **The GATE Department determined through years of research** that the Raven Progressive Matrices was the best and fairest measure available. They continue to test this decision by seeking out alternatives through which students might be identified for the GATE program. So far, the Raven has kept its status as the optimal assessment tool for this process in a large, diverse, urban school district.

Within the standards established by the California State Board of Education, districts define evidence of high performance capability, using one or more categories as criteria. Districts are to seek out and provide for the needs of those pupils with extraordinary creative or academic talent.

San Diego Unified School District identifies and offers programs to gifted and academically talented students in the following categories:

Intellectual Ability -- pupils whose general mental development is significantly accelerated beyond that of their chronological peers.

High Achievement -- pupils who consistently produce ideas or products of excellence and achieve at superior levels on standardized tests over time.

Specific Academic Ability (secondary only)--pupils who consistently function at an advanced academic level in a particular subject area.

This category is aimed at students who are profoundly gifted and who may not be able to achieve their full potential in the Cluster classroom environment. Self-contained full day classrooms are provided at the elementary level and selected courses at the secondary level. **Seminar classes are restricted to 23 students per class.**

THE CASE STUDY WILL INCLUDE:

✓ **Student with no Factors-**

Test indicating that the student has scored at the 99.9 percentile on the **Raven Progressive Matrices ***

Parent Form—information, characteristics scale and permission

Teacher Form--characteristics rating scale

A copy of the **identification letter** to the parent

✓ **Student with one or more Factors-** (see page 14)

Test indicating that the student has scored at the 99.6 through 99.8 percentile on the **Raven Progressive Matrices***

Parent Form—information, characteristics scale and permission

Teacher Form--characteristics rating scale

Factor Form--factor indicated with documentation attached or included in school records

A copy of the **identification letter** to the parent

This category targets students who consistently produce advanced ideas and/or products and score exceptionally high on ability tests.

THE CASE STUDY WILL INCLUDE:

✓ **Student with no Factors-**

- **Test** indicating that the student scored at the 98 percentile on the **Raven Progressive Matrices ***
- **Parent Form**—information and characteristics scale
- **Teacher Form**—characteristics in the classroom rating scale
- A copy of the **identification letter** to the parent

✓ **Student with one or more Factors-** (see page 14)

- **Test** indicating that the student has scored at the 95 to 97 percentile on the **Raven Progressive Matrices***
- **Parent Form**—information and characteristics scale
- **Teacher Form**--characteristics in the classroom rating scale
- **Factor Form**--factor indicated with documentation attached or included in school records
- A copy of the **identification letter** to the parent

This category targets students who consistently produce advanced ideas and products and score exceptionally high on standardized achievement tests.

THE CASE STUDY WILL INCLUDE:

- **Test** indicating the student scored at the 95 to 97 percentile on the **Raven Progressive Matrices ***
- Superior achievement in **English, Science, and/or Math** as demonstrated by three scores at the Advanced level on the **California Standards Test** (grades 3-6) or four scores of Advanced level (grade 7) and indicated on the High Achievement form
- **Parent Form**—information and characteristics scale
- **Teacher Form**--characteristics in the classroom rating scale
- A copy of the **identification letter** to the parent

Cluster Identification--Specific Academic

13

(middle school only) This category targets students who function at highly advanced levels in particular academic areas.

THE CASE STUDY WILL INCLUDE:

- **Test** indicating the student scored at the 95 to 97 percentile on the **Raven Progressive Matrices***
- **Test** data from the **California Standards Test** indicating a score of Advanced in either English or Math,
- A **grade of “A”** in the same academic area (i.e. Math/Math or English/English or English/Social Studies or an overall **3.0 grade point average**
- **Parent Form**—information and characteristics scale
- **Teacher Form**--characteristics in the classroom rating scale
- A copy of the **identification letter** to the parent

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* **In rare instances** when a Wechsler Intelligence Scale for Children--IV or Binet V is administered, Full Scale or Composite Scores **only** will be accepted for identification. Additional tests (e.g. K-ABC, WJ Cog III, DAS III, Naglieri NAT) are accepted if administered by the previous school district by certificated personnel and must be submitted to the SDUSD GATE office for evaluation.

Factors apply to students whose life circumstances could reasonably be expected to depress the demonstration of full potential on the testing instrument. State GATE regulations require that pertinent evidence as to a pupil's capacity for excellence far beyond that of chronological peers shall reflect consideration of the economic, linguistic, and cultural characteristics of the pupil's background. **The presence of these factors must be documented, in writing, by a review of school records or by declaration of the professional, on letterhead, involved with the student.** Special consideration will be given to students who are impacted by one of these factors and who score in the **95-97%ile or the 99.6-99.8%ile**:

1. **Environmental**

- attended three or more schools from grades K-6, applicable through elementary only

2. **Economic**

- eligible for the free or reduced lunch program

3. **Language**

- assigned a CELDT Language Proficiency Code of ILEP, B, EI, I
EA or A indicating the student's limited English Language proficiency

4. **Emotional**

- having involved a psychiatrist, counselor, psychologist or social worker due to emotional problems or acute emotional trauma

5. **Health**

- has an active IEP or 504 Plan for Special Education services
- diagnosed with a medical condition that interferes with efforts towards school achievement, including the use of corrective lenses

Students will be invited to retest at the next designated grade (gr. 5 or 7) if they have only taken one test and they meet the following criteria:

- previous Raven score of 85 percentile or above (gr.5), 90 percentile or above (gr.7)
- two scores of Advanced on the CST* (gr. 5), ^{or} three scores of Advanced on the CST* (gr.7)

If the child is identified GATE Cluster and wants a retest for the GATE Seminar Program s/he must meet the following criteria:

Five scores of Advanced (gr.5) or seven scores of Advanced (gr.7) on the CST* in either area (English Language Arts or Math) during any years

Any requests for a third test must go through the Retest Review Committee for consideration.
Please see p.16 for further details.

Whenever a child is retested, **the highest score will remain** as the test score of record.

If a Raven test is deemed **invalid** due to documented illness, for example, by the GATE psychologist after administering the test, a retest may be allowed. **The retest may not be scheduled fewer than 6 months after the previous test** because of test familiarity. The Raven Progressive Matrices will be the test instrument used.

*CST=California Standards Test

Any student who does not meet the San Diego Unified School Board required **criteria for retesting** must be referred for appeal to the GATE Retest Committee. A packet must be submitted for EACH student with:

- a **cover letter** from the parent or referring teacher/counselor summarizing and outlining the request with supporting information explaining why there is a request for retesting. It should state any specific concerns, and other related information about the student's special interests and abilities or changes in development. Please include a phone number or e-mail.
- copies of **CST results** for at least the past 2 years;
- copies of **previous report cards** for at least the past 2 years;
- any **letters of recommendation**, especially from teachers, supporting the request;
- some information about the **student's achievements** in or outside of school, e.g. awards, commendations or leadership experiences;
- copies of exemplary **work samples** demonstrating the student's efforts and abilities to excel.
(Please do not send original work as it is difficult to return.)

Submit the appeal packet to the assigned psychologist for the student's school no later than May 15, 2008. Please mail to:

Attention: (GATE psychologist's name)
Madison High School Campus

GATE Department B-5
4833 Doliva Drive San Diego, CA 92117-3299

According to School Board Policy the following students will be tested:

- **Second grade**—universal testing
Parents who do not wish to have their child tested for the GATE program must sign an “opt out” form to be placed on file at the school site.
- **Second through seventh**—new-to-the-district students who have not been previously tested
- **Fifth or seventh grade**—students who meet retesting criteria (see page 15) or have not been previously tested

- ❑ The Gifted and Talented Education Department in San Diego Unified School District is committed to meeting unique educational needs of GATE students through programs designed to provide students with appropriate learning opportunities suited to his/her individual talents and abilities. California legislation states that differentiated gifted instruction is to be an integral part of the school day rather than select times during the week. It is to be pervasive throughout the school day.
- ❑ **Differentiation** of the core curriculum by providing greater depth and complexity in content, process, product, and a student-centered learning environment is the educational model used for the GATE program.
- ❑ There are two types of programs offered within the GATE department, **Cluster** and **Seminar**, provided in grades 3 through 12 for Cluster and 3 through 11 for Seminar at schools throughout the district.

-**Cluster** classes or groupings are made up of a minimum of 25%-50% GATE identified students, depending on the Model chosen (see page 22). GATE Cluster classes may be found at almost all elementary schools, and at all middle, junior high and high schools.

-**Seminar** classes of 23 students enable teachers to more easily facilitate the needs of the highly gifted. A full day class at the elementary level and selected classes at the junior high, middle and high school levels in every high school feeder pattern make up the configuration.

Children who have been identified and attend a site without a GATE program may apply to other schools through the Enrollment Options Office as a “priority 2” application between October 1, 2008 and January 31, 2009. Otherwise, application into the GATE Cluster is not necessary. (see pages 28-29 for more information)

In order to offer a GATE Cluster program, a school site must comply with the following School Board adopted criteria:

- **GATE certification** for all elementary Cluster teachers, all middle/junior high teachers teaching more than 1 GATE class, and all high school teachers teaching more than 2 GATE classes. A Cluster teacher may teach on a waiver for not more than **two** years. **All teachers assigned to GATE classes must attend at least one GATE professional development activity per year to augment their previous GATE Teacher Certification.**
- **Qualitatively different curriculum** and instruction
(See pages 30-31)

- The **six elements required by Education Code 52200(c)** of state GATE legislation (1978). The Legislature is committed to the belief that programs for gifted and talented pupils should include all of the following:
 - a. Differentiated opportunities for learning commensurate with the gifted and talented pupil's particular abilities and identified talents,
 - b. Alternative learning environments in which gifted and talented pupils can acquire skills and understanding at advanced ideological and creative levels commensurate with their potential,
 - c. Elements that help gifted and talented pupils develop sensitivity and responsibility to others,
 - d. Elements that help to develop a commitment in gifted and talented pupils to constructive ethical standards,
 - e. Elements that assist gifted and talented pupils to develop self-generating problem-solving abilities to expand each pupil's awareness of choices for satisfying contributions in his or her environment,
 - f. Elements that help gifted and talented pupils develop realistic, healthy self-concepts.

- **Students are placed in Cluster classes/groupings in the following manner:**
 - a. **district identified students:**
 - (1) Elementary classes or groupings **must include 50% or more district-identified GATE students** (for Model A only) and **25% or more** for Models B and C,
 - (2) Middle/junior high school Cluster classes **must include 50% or more district-identified students** for 6th grade core subjects (Model A) and minimum 25% or more for Models B and C,
For 7th through 8th grade classes, **individual Cluster classes must include 50% or more** (Model A) **or 25% or more** for Models B and C,
 - (3) High school classes designated Cluster **must include 50% or more district identified students** (Model A) **or** minimum **25%** for Models B and C,
 - b. For **Model A only-- Traditional GATE Cluster: The remaining spaces are to be filled by students**
 - (1) **scoring in the upper 10% on the Raven (ability test)** or other district-accepted intelligence test who were not identified GATE Cluster,
 - (2) **scoring in the Advanced level on CST (achievement) tests** in either Total area –English Language Arts or Math and not identified GATE Cluster,
 - c. For **Model B only--Diversity Cluster: The remaining spaces are to be filled reflecting the diversity of the school.**

B. All Cluster programs must be selected from the following models and provide a Site Accountability Plan for Differentiated Instruction, Program Summary, and Site Budget appropriate for the model adopted:

1. Model A: TRADITIONAL CLUSTER The Traditional Cluster model provides that a minimum of 50% of the students are to be GATE identified. This model furnishes a full day Cluster class at the elementary level; multiple-period core classes in grade 6 (middle school); offered in selected class periods at the middle and high school levels. The Accountability Plan for Differentiated Instruction is submitted to the GATE office describing how and what modifications take place to ensure the needs of the students are being met throughout the school day.

2. Model B: DIVERSITY CLUSTER The Diversity Cluster model provides that a minimum of 25% of the students in a class are identified as GATE. The remaining students will reflect the diversity of the school. The Accountability Plan for Differentiated Instruction is submitted to the GATE office describing how and what modifications take place to ensure the needs of the students are being met throughout the school day.

3. Model C: COLLABORATIVE CLUSTER The Collaborative Cluster model provides for grade level and cross grade level teaming where smaller clusters of students are regrouped for core subjects each day creating a Cluster of 25% or more GATE identified students in one classroom. Identification of a child's area of giftedness would dictate how he or she is grouped for core subjects. The Accountability Plan for Differentiated Instruction is submitted to the GATE office describing how and what modifications take place to ensure the needs of the students are being met throughout the school day.

4. Model D: INDIVIDUALIZED GATE PLAN—IGP The IGP model is designed for schools with very small populations where grouping is not possible. An IGP--Individualized GATE Plan is created for each GATE identified student describing how and what modifications take place and is placed on file in both the school site office and the GATE office.

California state law requires the following for all GATE Programs as per
California State GATE Standards:

- 1. Program design provides a continuum of services and program options**
- 2. Identification is equitable, comprehensive and ongoing**
- 3. Curriculum and instruction extends the state content standards and frameworks through differentiation**
- 4. Support is provided for the social and emotional development of gifted learners**
- 5. Professional development opportunities are offered in the area of gifted education**
- 6. Parents and community members participate in the planning and evaluation of the GATE program**
- 7. The district establishes formal and informal assessments of the gifted program to provide data for program improvement**
- 8. District budgets support and provide for all components of the GATE Program**

- ❑ California Administrative Code Title 5, 3855, Article 4, stipulates that all elementary and secondary teachers with a major assignment in the area of gifted education (GATE) must demonstrate appropriate characteristics, knowledge, and skills.
- ❑ **GATE Teacher Certification is required for all elementary Cluster class teachers**, junior high/middle school teachers teaching more than 1 GATE class, and high school teachers teaching more than 2 GATE classes. A one year waiver is granted for new teachers of Cluster classes who are enrolled in GATE certification. San Diego Unified **requires Seminar teachers to be GATE certified and to have three years of experience teaching GATE Cluster classes.**
- ❑ Teachers receive **GATE certification by complying** with one of the following: SDUSD GATE certification; a graduate certificate in gifted education from an accredited university, or a Master's Degree in Gifted Education.
- ❑ The GATE office is offering **two sections over seven modules of the Certification course** in 2008-2009. Teachers are required to attend class for 42 hours and complete reading and written assignments, classroom observations and other related activities. Certification classes are held at San Diego State University.
- ❑ **Certification teachers** can select to receive either three (3) units of district or three (3) units of graduate college credit at San Diego State University. The Certification teachers who select 3 units of graduate college credit have the opportunity to apply the Certification course to a fifteen (15) unit Graduate Certificate in Gifted Education at San Diego State University which in turn will contribute to a Master's Degree in Special Education with a focus in Gifted Education.

- ❑ The administration and coordination of all gifted programs is centered under the Office of the Chief Curriculum and Staff Development Officer—Curriculum and Instruction Division. The **GATE Director** is responsible for implementing School Board policy and coordinating the district's overall program for gifted and talented students, including providing uniquely appropriate educational experiences. The AVID, Advanced Placement and International Baccalaureate programs are also included. It is the administrator's responsibility to act as liaison between central office staff, site administrators and site staffs, parents, the community, and GATE office staff.
- ❑ Three full-time **GATE Resource Teachers** are responsible for many facets of the program. They provide aid to individual schools by supporting site administrators and staff to update Site Accountability Plans, assistance with effective meetings for GATE teachers and parents, as well as offering consultation upon request and availability. In concert with other community resource personnel, they plan consultant services that offer 120 programs to GATE classrooms that involve 31 presenters, 7 Border Voices poets, and numerous museums and theaters.
- ❑ **Resource Teachers** coordinate student enrichment opportunities such as Academic League and Model U.N. as well as serving on the GATE-DAC and other GATE department committees.
- ❑ **Providing assistance and support to site and central office staff** to better understand GATE State Standards, GATE instructional strategies and district GATE policies and procedures integral to the Resource Teacher position.

- ❑ Six full-time and one part-time **GATE psychologists** conduct a search and screening of over 15,000 students per year, including students from private schools living within school district boundaries. Informal counseling for parents on various academic issues, such as underachievement, is also provided on a limited basis. Psychologists help teachers within the classroom with behavioral issues that arise with students and may assist school sites with parent and teacher meetings, as time permits. They also serve on the GATE-DAC, program reviews and the Program Governance Team (PGT).

- ❑ **Research is conducted** in order to keep San Diego Unified School District in the forefront of gifted education. Partnerships with three major universities: San Diego State University; University of California, San Diego; and the University of San Diego help to provide evaluation, support, and current data to help shape sound research based decisions. Resource teachers and psychologists conduct investigations in the areas of assessment of gifted children, classroom management, and new educational models. Information is then disseminated to teachers and administrators in workshops and inservices and changes are made in expectations for classroom practices or assessment techniques. This commitment to change and improvement is the reason the San Diego Unified program is considered exemplary within the United States and around the world.

- Evaluation occurs at both the **school site and district levels.** *
- The school must **examine disaggregated accountability data for GATE** students from achievement test scores, report card grades, and second language redesignation. Site program planning for the following year must incorporate the results of these findings following their data analysis.
- The district also examines the same data with the addition of completion of University of California **a-g requirements and/ or career path course sequences** for all GATE students in the district. District program planning incorporates the findings of this data analysis. The May 2005 GATE Program Evaluation Report No. 827 can be found on the GATE website at: www.sandi.net/GATE2. A new program evaluation will be conducted during the 2007-2009 school years.
- The GATE Department is part of the **California Department of Education** Coordinated Compliance Review (CCR) which examines the effectiveness and legality of all categorically funded programs in the district. The previous CCR found the GATE Program to be in compliance and conferred upon them several commendations for excellence. A self-study is ongoing with the assistance from the Standards, Assessment and Accountability Division. The San Diego Unified GATE Program was awarded a 5-year exemplary status approval by the California State Department of Education in 2005.

* A **Task Force** has met separately every 3 years to review both GATE Cluster and GATE Seminar Programs. Parents, teachers and administrators are invited to participate. During 2006-2007 a Seminar program evaluation was conducted and recommendations submitted to the School Board for acceptance and ratification. A continuation of the Seminar program review will occur during 2007-2009, as well as a GATE Cluster review using a variety of outside and in house resources..

Some schools may not offer a GATE Cluster program at their site. In order to better serve your child, **you may want to consider a move to a school site that provides** for the unique needs of gifted children. The School Choice Program—Enrollment Options office furnishes the method for this move and is a separate office from GATE.

□ **Applying to the School Choice Program**

Parents wishing to enroll their child in a school outside of the neighborhood school boundary, including a magnet school, must complete the following procedures:

- **Complete all sections** of the official School Choice application and submit between **October 1, 2008 to January 31, 2009**.
- Separate applications must be filled out for each child and for each school. Enrollment is limited **to schools that have room for additional students**.
- Applications may be sent directly to the **Enrollment Options Office** or directly to the school either by mail or in person.

- ❑ **Once a student has been accepted** and enrolled into the school of choice, the student may remain in the school and proceed through middle and high school in that school feeder pattern as long as there is space available.
- ❑ **No transportation is provided** either by the School Choice program or the GATE Department. It is the responsibility of the parent to arrange transportation.
- ❑ The **GATE Department is separate** from the Choice office and therefore cannot help with the Choice placement of your child. Please contact the Choice office or the school site directly for additional information.

**For answers to questions about School Choice Program applications call the
Enrollment Options Office at
(619) 725-5672
or visit <http://www.sandi.net> and click on Enrollment Options**

How Should Good GATE Instruction Look?

Classroom Teaching Strategies for GATE Students

The following is a list of approaches used to differentiate instruction for GATE students.

- ❑ **Curriculum Compacting:** A process through which students are able 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.
- ❑ **Exploring Depth and Complexity in Curricular Areas:** **The opportunity to examine content in a more critical fashion by identifying elements of depth and complexity in what they study (e.g., details, patterns, trends, rules, unanswered questions, ethics, big ideas, change over time, point of view and the language of a discipline).**
- ❑ **Tiered Lessons:** A process through which students of differing ability levels may all learn the same concept. However, the method to reach that goal will be different, with challenging and interesting activities for all levels. Generally, lessons are designed to move from concrete to abstract, simple to complex, more structured to more open, fewer facts to multi-facets, or slower pace to quicker pace.
- ❑ **Problem Based Learning:** A process through which students learn about a subject by being given a real-world, open-ended problem to solve. In the process, students assume roles, develop solutions, make observations / decisions, evaluate their choices and reflect on what they have learned.

- ❑ **Socratic Seminar:** A highly structured process in which students seek a more in-depth understanding of complex ideas through rigorously thoughtful dialogue instead of meeting arbitrary demands for simple “coverage” of a topic.
- ❑ **Independent Study:** A process through which student and teacher identify a topic of interest to the student. They plan a method of identification and investigation as well as products resulting from independent study. The product should demonstrate the student’s ability to apply skills and knowledge to a specific topic.
- ❑ **Kohlberg’s Theory Of Moral Reasoning:** A method to examine moral dilemmas through class discussion and individual reasoning. The objective of this approach is to have students reach an understanding of the existence of universal ethical principles and to apply these principles to real life problems.
- ❑ **Taba:** A process which uses inductive reasoning to develop concepts, interpret data, apply generalizations, and to resolve conflicts. In this process, the teacher facilitates the discussion as students brainstorm ideas and are challenged to use higher levels of thinking.
- ❑ **Parnes Problem Solving:** A structured method for approaching problems in an imaginative way; it is a process sometimes used by businesses to resolve problems in the workplace. It begins with the identification of the problem, moves to fact-finding, generates alternatives, builds consensus (convergence) and finally selects or implements a solution.
- ❑ **Learning Centers:** Teachers create stations or collections of materials that learners use to explore topics or to practice skills. Centers should move beyond cursory exploration of topics and practice of basic skills and provide study in greater depth and complexity on interesting and important topics.

1. Why is the GATE Program using the Raven for identification?

For several years the GATE Program conducted research in the area of assessment. The search was to find the fairest measure available in order to seek out giftedness among all ethnic groups and learning styles. The Raven Progressive Matrices was found to be the best available measure of general intelligence for all populations. Most recently, another search was conducted to determine if there was a better measure available and the Raven was still found to be the best testing instrument. It identifies children who can think, reason and understand, rather than just memorize and give back information. (see pages 7 and 8)

2. May my third grade child be tested?

Several years ago, a decision was made by the School Board to test at three grade levels due to budget cuts. It was determined that grades 2, 5 or 7 only would be assessed. Therefore, testing must be at the prescribed grade levels only. However, any newcomer to the district will be tested the year s/he enrolls, grades 2-7.

3. Does the Raven only test visual skills? What about the child with excellent verbal skills?

All intelligence tests require some measure of visual skill as well as verbal skill. The Raven, despite being a nonreading test, contains many elements necessary in word usage, decoding (reading), abstract reasoning skills and language acquisition. Results have shown that with the Raven, gifted traits are being recognized in students with strong verbal skills as well as those who are more visual. Also, both sides of the brain are used so that neither a verbal nor visual child will be penalized.

4. Why do parents have to fill out the blue parent information form?

The form provides necessary information about the child used in the assessment process, gives a quick profile of the child and indicates any special needs the child may have

5. How long does the test take?

In order to promote the fairest assessment for all students, the Raven is administered in an untimed testing session. Some children work at a rapid pace, others prefer to take their time. The majority of the students complete the test within 45 minutes.

6. What do I need to do to get my child tested?

All students in grade 2 will be administered a test, as well as students new to the district (through grade 7). Those students in grades 5 or 7 who have not been previously tested may also be assessed at this time. Students who meet retest criteria and are in an eligible grade (5 or 7) will be invited to retest. The parent information form must be processed at the school site to aid in the testing and identification process.

7. What should I do if I do not want my child tested at this time?

Because grade 2 students will be universally tested, the parent or guardian must complete an "opt out" form. This will then be placed on file at the school site and the psychologist notified that the child will not be tested.

8. How long does it take to get the results after the test?

Depending upon the availability of all necessary information, the results should be given to the school site within 3 weeks and the parent letters and booklets sent from the school or made available within the week following site notification.

9. Is there a breakdown of scores from the Raven?

The Raven provides one overall score, stated in a percentile, and is a national comparison of other students at that age. It is not a diagnostic test that is broken down into strengths and weaknesses. If a child does well on the test, all areas described may be considered strengths. (See pages 7 and 8)

10. Why is a percentile score given and not an IQ score?

Too much emphasis has been placed upon IQ scores in the community and with the use of the percentile there is less pressure placed upon the student.

11. Is it possible to see my child's test?

The answer sheet where the child places his/her answers is basically a form with handwritten numbers on it. Seeing it would not give the parent any insights into the test. If necessary, the test booklet itself may only be viewed briefly so that there is no breach of security and compromise of the test. An actual study of the test or analysis of incorrect responses is not possible.

12. What scores identify a student for the GATE Cluster class? GATE Seminar class?

A score in the 98 through 99.8 percentiles qualifies a student for the Cluster class. Certain additional pieces of information are necessary for identification below the 98 percentile. Factors (see page 14) or high achievement test scores may allow the child to be identified in the 95-97 percentile range. To qualify for Seminar identification a child must earn a score at the 99.9 percentile. With additional information about factors, some students may be eligible to be Seminar identified with a 99.6-99.8 percentile.

13. How many times may a child be tested?

Every child will get one chance to be tested, unless the parent fills out an opt out form. A child may be retested once if the child meets the criteria for retesting in a later eligible grade (5 or 7). Certain criteria must be met:

Raven score of 85 percentile or above (grade 5)

Raven score of 90 percentile or above (grade 7)

or

2 scores of Advanced on the CST (grade 5)*

3 scores of Advanced on the CST (grade 7)*

* California Standards Test

To become eligible for a retest for GATE Seminar identification (when the child has already been identified as a GATE Cluster student):

The child must have five scores of Advanced on the California Standards Test (CST) grade 5
seven scores of Advanced on the California Standards Test (CST) grade 7

14. If my child is not identified, may s/he still participate in the gifted program?

Students attending a school site with a program may participate according to testing criteria, GATE Cluster Model chosen, and needs specific to that school site on a space-available basis.

15. How are the test results released to the parent?

The parent will be notified through a letter stating the date of the test, percentile score and if applicable, the category of identification. The letter will be generated by the GATE office and given to the school. The school will then distribute the results in a way that is best for that school site. Scores below a 75 percentile will not be reported.

16. Will my elementary school child need to be retested upon entering junior high or middle school?

No, once a child is GATE identified the designation remains until high school graduation.

17. If my child qualifies for the GATE program but does not participate in the class, does he lose his identification status?

No, however, placement is encouraged if it is appropriate. At times there are circumstances, such as being bilingual, that may make success in the program difficult. The child will not lose his/her identification if not placed. Placement may be postponed until a more beneficial time.

18. Is privately administered intelligence testing accepted for GATE identification?

The GATE Department is unable to accept private testing. Equal access to all services is necessary. There is no assurance that the testing would be up to the standards of the department. Only a designated GATE psychologist employed with the San Diego Unified School District can identify a student for the GATE Program.

19. If my child was identified in another school district, may she be identified in this district?

Materials must be submitted to the San Diego Unified School District GATE psychologist at the child's present school of attendance. If the assessment meets with the criteria, identification will be made. In the meantime, the GATE Department recommends that the student be placed in the GATE program pending appraisal of the case study.

20. What makes a gifted class different from a regular class? A Cluster class from a Seminar class?

In a gifted classroom/grouping, the core curriculum is made more complex and enhanced to provide a stimulating learning environment. Curriculum, content, process, product and learning environment are differentiated to meet student needs. Teachers are required to be GATE certified in order to become aware of diverse learning strategies and learning options, such as depth, complexity and novelty.

Transportation to any GATE site is the responsibility of the parent/guardian, although the magnet program will often provide transportation, under certain circumstances. One must apply and be accepted into the magnet program separately from GATE through the Enrollment Options office.

A **Cluster class** is made up of a minimum of 25-50% identified GATE students. The remainder of the class is made up of students who are not district identified but scored in the 90 to 97 percentile on the Raven or give evidence of academic performance capability as demonstrated by a score in the Advanced range on the California Standards Test. Other Cluster models may call for classes to reflect the diversity of the school site. Residency and the general ethnic makeup of the school are also given consideration. The Cluster class contains the traditional number of students per room.

Seminar classes are for highly gifted students who would not necessarily reach their full potential in a Cluster class environment. There are 23 students per classroom: self-contained full day class at the elementary level and selected class periods at the middle and high school levels. Enrollment in individual Seminar centers is the responsibility of the parent, although placement is ensured at Seminar schools of residence or schools within the high school feeder pattern.

21. What happens if my child has a learning disability?

It has been found that most children with learning disabilities perform quite well on the Raven, even if there is a visual processing problem. This is because the child is able to attack the test using his/her strengths, be they verbal or visual. Also, the test is administered untimed in order to give the child time to think through the progressively more complex tasks. For children who are physically unable to take the Raven, alternative assessments may be used to acquire an IQ score or ability level. Special education IQ tests administered by SDUSD psychologists may be used for GATE identification if it is a test that is accepted by the GATE Department. However, it must be submitted to the GATE psychologist for appraisal and actual GATE identification.

22. Is it better to have my second grader tested at the beginning of the school year or later in the year?

The norming population sample for the test was made up of children at all different stages of maturity and the Raven is based upon age. The older a child is, the more test questions s/he must get correct. Therefore, it should not make any difference whether a child is tested earlier or later in the year. However, the more developmentally advanced child will have the maturity to perform at his or her best.

23. What can I do as a parent to ensure my child is challenged in school?

It has always been important for a parent to be involved in a child's education. Some of that educational experience will occur in school, but other times it is up to parents to offer their own moments of enlightenment. It is in the home environment where children are introduced to experiences outside the realm of school. This can come in many forms: walks in natural habitats; watching a news program on television and discussing it; mentoring or providing a mentor to develop passions in the child or empowering the child to sharpen his/her decision-making skills. Just talking with the child in a positive way can be enlightening. It does not have to come in the form of expensive lessons or heavy team sports schedules, it can be just asking them questions that may spark their questioning skills and imagination.

If possible, volunteer at the child's school. There is always a need for an extra pair of hands in the classroom or around the school. Establish a relationship with the teacher(s) and discuss it when problems or questions arise. Form a partnership that includes parent, school and child and it will serve as a strong support system throughout the child's educational experience and indicates to your child that you feel that education is important. This advice should serve your child well all the way through to high school graduation.

- ❑ **It is important for parents to be active participants in the education of their children.** The child views this commitment to education as an indication that school is important and that learning can be a lifelong experience. The state of California mandates that parents take an active role in the decision-making process at schools and that their thoughts and opinions be considered.
- ❑ **There are many ways in which a parent can become involved with the school.** They may serve as teacher's aides, provide resource experiences during school and nonschool hours or coordinate events. Also important for parent involvement are site governance teams, learning about and involvement in legislative processes, promoting more effective programs and program development.
- ❑ **A climate of mutual trust and a sharing of a common goal--the best education for one's children and/or students--lead to a strong partnership between home and school.** Parents are virtually unlimited in the kinds of contributions they can make to gifted education. They, too, can draw on their own unique gifts and talents in working with teachers.
- ❑ **It has been proven that students whose parents participate in their education** achieve at a higher level. So get involved!

A District Advisory Committee was first instituted for San Diego Unified School District during the 1972-73 school year. The goals and objectives of the GATE DAC are:

1. to advise central office on gifted program development, planning and implementation as required by state law;
2. to act as regional liaison to school sites for development of gifted programs;
3. to act as resource persons for districtwide parent meetings;
4. to channel community questions concerning districtwide programs for follow-up and action;
5. to set group DAC priorities for program review, discussion, and explanation during monthly meetings, e.g. identification, special days, programs, models, etc.;
6. to review district program objectives, activities, budget timelines, and annual evaluation.

The committee, composed of parents of gifted youngsters, is designed not only to be geographically representative of the district, but also to represent a cross section of the school site gifted programs by level and program design.

The committee meets approximately once per month (second Monday) in the evening during the academic year. Members serve for a minimum two year period. Staff liaison for the committee is GATE Resource Teacher, Rhonda Zawadzki. For information about joining, please call the GATE office at (858) 573-5998 or speak with your school principal. **Please consider serving and getting involved in your child's education.** The goal is to have representation from every GATE school in the district.

Meeting dates, topics and location may be found on the GATE website at: www.sandi.net/GATE2.

□ **Association of San Diego Educators of the Gifted (ASDEG)**

The Association of San Diego Educators of the Gifted was organized in 1969. It was created to assist teachers of the gifted in more effectively meeting the needs of their students. Through the efforts of this group of dedicated educators from around the county, gifted programs are improved and made more relevant for students. It serves to provide information to school administrators and other site personnel to further the goals of the GATE program. The organization offers opportunities for growth through inservice training and an annual conference. The members strive to establish an awareness of new, challenging, and innovative approaches in the field of differentiated education for the gifted and talented and a better understanding of giftedness.

□ **California Association for the Gifted (CAG)**

The California Association for the Gifted provides a statewide vehicle through which parents and educators can be actively involved in an ongoing effort to develop relevant educational opportunities for gifted children. In addition, members provide for shared best practices in the classroom setting; support for specialized professional preparation for teachers; become involved in legislation pertaining to the education of the gifted; conduct valuable research; and build recognition of the needs for differentiation. Communication between members and the CAG Board is facilitated through various highly respected and valuable publications and an annual conference.

□ **National Association for Gifted Children (NAGC)**

The members of the National Association for Gifted Children concern themselves with the problems, progress, and development of education for the gifted on a nationwide scale. Excellent quarterly publications for both parents and educators aid in the communication of new information around the country. An annual fall conference offers a chance for parents and educators to meet and learn more about educating and understanding gifted students.

□ **Supporting the Emotional Needs of the Gifted (SENG)**

SENG provides a model of parent discussion groups that assist in the raising of gifted children. Various topics are discussed over a set time period and are facilitated by trained leaders. This forum allows for a flow of information about gifted children through both of the facilitators, but more importantly, between the parents. Shared experiences and concerns introduce a fresh approach to parenting the gifted child. An annual conference for educators, psychological services personnel, and parents is held each summer in various cities throughout the country.

San Diego Unified GATE Department

www.sandi.net/GATE2

National Association for Gifted Children

www.nagc.org

California Association for the Gifted

www.ca gifted.org

Davidson Institute for Talent Development

www.ditd.org

Supporting the Emotional Needs of the Gifted

www.sengifted.org (SENG)

Gifted Website (an excellent resource)

www.hoagiesgifted.org

ERIC-Educational Resources Info. Center

www.eric.ed.gov

Families of the Talented and Gifted

www.TAGFAM.org

World Council for Gifted and Talented

www.worldgifted.ca

National Research Center on Gifted

www.gifted.uconn.edu/nrcgt.html

Adderholdt-Elliott, M. (1999). *Perfectionism: What's bad about being too good?* Minneapolis, MN: Free Spirit Publishing.

Barrett, S. (1992). *It's all in you head.* Minneapolis, MN: Free Spirit Press

Galbraith, J. (1998). *The gifted kid's survival guide: For ages 10 and under.* Minneapolis, MN: Free Spirit

Galbraith, J., & Delisle, J. (1996) *The gifted kid's survival guide: A teen handbook.* Minneapolis, MN: Free Spirit.

Packer, A.J. (1992). *Bringing up parents: The teenager's handbook.* Minneapolis, MN: Free Spirit.



Reading list from *Meeting the challenge: A guidebook for teaching gifted students.* California Association for the Gifted, 2003.

San Diego Unified School District Appendix A
Office of the Chief Curriculum and Staff Development Officer—Curriculum and Instruction
Gifted and Talented Education Department
GATE Cluster Models 2008-2009 * Seminar

ELEMENTARY					
School	Phone Number	Model	School	Phone Number	Model
Adams	619-284-1158	B	Ibarra	619-641-5400	B
Alcott	858-273-3415	C	Jefferson	619-293-4406	B
Angier	858-496-8295	A/B/D	Jerabek	858-578-5330	B
Audubon	619-469-6139	B	Johnson *	619-264-0103	B
Baker	619-264-3139	B/D	Jones*	858-496-8140	A/B
Balboa	619-263-8151	B	Joyner	619-640-4000	B
Bay Park*	619-276-1471	B	Juarez	858-496-8145	B
Bayview Terrace	858-273-5244	A/B	Kimbrough	858-525-2010	C
Benchley/ Weinberger	619-463-9271	B	Knox K-8*	619-262-2473	B
Bird Rock	858-488-0537	B	Lafayette	858-496-8160	B
Birney	619-293-4400	B	La Jolla*	858-454-7196	B
Boone*	619-479-3111	B	Language Academy	619-287-1182	B
Burbank		B	Lee	619-475-2020	B
Cabrillo	619-223-7154	B	Linda Vista	858-496-8196	B
Cadman	858-273-3003	B	Lindbergh/ Schweitzer	858-496-8400	B
Carson	858-496-8060	B	Logan	619-525-7440	B
Carver	619-583-7021	B	Loma Portal *	619-223-1683	B
Central	619-281-6644	B	Longfellow	619-276-4206	B/C
Chavez	619-527-4098	B	Marshall	619-283-5924	B/C
Cherokee Point	619-641-3400	B	Marvin *	619-583-1355	A
Chesterton	858-496-8070	A	Mason	858-271-0410	A/B
Chollas/Mead	619-264-3113	A	McKinley*	619-282-7694	B
Clay	619-583-0690	B	Miller*	858-496-8319	A
Crown Point	858-273-9830	D	Miramar Ranch*	858-271-0470	B
Cubberley	858-496-8075	A	Normal Heights	619-584-6000	B
Curie	858-453-4184	B	North Park	619-293-4467	B
Dailard	619-286-1550	A	Nye	619-527-4901	B
Dewey	619-223-8131	A	Oak Park*	619-264-3179	B
Dingeman*	858-549-4437	B	Ocean Beach	619-223-1631	B
Doyle	858-455-6230	A/B	Pacific Beach*	858-488-8316	B
Edison	619-283-5961	A/B/D	Paradise Hills	619-479-3145	B/ C
Emerson	619-525-7418	C	Penn	619-479-5638	B
Encanto	619-264-3191	B	Perkins	619-525-7482	A
Ericson*	858-271-0505	B	Perry	619-479-4040	B
Euclid	619-282-2192	B	Porter	619-266-4500	B
Fay	619-624-2600	B	Rodriguez	619-699-4500	B
Field	858-273-3323	B	Rosa Parks	619-282-6803	B
Fletcher	858-496-8100	B	Ross	858-596-8300	B
Florence	619-293-4440	B	Rowan	619-262-7541	B
Foster	619-582-2728	B	Sandburg	858-566-0510	A
Franklin*	619-284-9279	B	Sequoia	858-496-8240	C
Freese	619-479-2727	B	Sessions	858-273-3111	B
Fulton	619-262-0777	B	Sherman	619-615-7000	B
Gage	619-463-0202	B	Silver Gate*	619-222-1139	B
Garfield	619-284-2076	B/D	Spreckels*	858-453-5377	B
Golden Hill	619-226-5600	A	Sunset View*	619-223-7156	B
Grant K-8*	619-293-4420	B	Tierrasanta*	858-496-8255	B
Green	619-460-5755	B	Toler	858-273-0294	C
Hage	858-566-0273	B	Torrey Pines	858-453-2323	B
Hamilton	619-262-2483	B	Valencia Park	619-264-0125	B
Hancock	858-496-8310	B	Vista Grande	858-496-8390	B
Hardy	619-582-0136	A	Walker	858-271-8050	B
Hawthorne*	858-273-3341	B	Washington	619-525-7475	B
Hearst*	619-583-5704	B	Webster	619-263-6628	B
Hickman	858-271-5210	A	Wegeforth	858-496-8274	A
Holmes	858-496-8110	B	Whitman	858-273-2700	B
Horton	619-264-0171	C	Zamorano*	619-267-8007	B

A=Traditional

B=Diversity

C=Collaborative

D=Individual

MIDDLE/JUNIOR HIGH

School	Phone Number	Model	School	Phone Number	Model
Bell Jr.*	858-479-7111	A	T. Marshall Middle*	858-549-5400	A
Challenger Middle*	858-586-7001	A	Marston Middle*	858-273-2040	A
Clark Middle	619-563-6801	A	Montgomery Middle*	858-496-8330	B
Correia *	619-222-0476	A	Muirlands Middle*	858-459-4211	B
CPMA (6-8)	858-278-5917	A	Pacific Beach Middle*	858-273-9070	B
Dana* (5-6)	619-225-3897	B	Pershing Middle	619-465-3234	A
DePortola Middle *	858-496-8080	B	Roosevelt *	619-293-4450	A
Farb Middle*	858-496-8090	A	Standley Middle*	858-455-0550	A
Innovation Middle*	858-496-8150	A	Taft Middle *	858-496-8245	A
Lewis Middle*	619-583-3233	A	Wangenheim Middle*	858-578-1400	A/B
Mann Express	619-582-8990	B	Wilson Middle *	619-280-1661	A
Mann Expedition*	619-582-8990	B			

SENIOR HIGH

Clairemont*	858-273-0201	B	Mira Mesa*	858-566-2262	A
Crawford IDEA*	619-583-2500	C	Mission Bay*	858-273-1313	B
Henry*	619-286-7700	A	Morse*	619-262-0763	D
Hoover *	619-283-6281	A	Point Loma*	619-223-3121	A
Kearny DgMedia	858-496-8370	B	SDMVAPA	619-525-7455	A
Kearny SCT *	858-496-8370	B	San Diego IB*	619-525-7455	B
			San Diego LEADS	619-525-7455	B
			San Diego SciTech	619-525-7455	B
Kearny SIB	858-496-8370	B	San Diego Business	619-525-7455	B
			San Diego CIMA	619-525-7455	D
La Jolla*	858-454-3801	B	Scripps Ranch*	858-631-9020	A
Lincoln *	619-264-3171	---	Serra*	858-496-8342	A
Madison *	858-496-8410	A	University City*	858-457-3040	A

ATYPICAL

Garfield High (9-12)	619-525-2059	D	S.D. School of Creative/ Performing Arts (6-12)*	619-470-0555	A
Mt. Everest Academy (K-12)	858-496-8778	D	Twain (7-12)	858-496-8260	D
Muir Alternative (K-12)	858-268-1954	D			

A=Traditional

B=Diversity

C=Collaborative

D=Individual

No official GATE Program:

Barnard
Bethune
E.B. Scripps
Kumeyaay
Rolando Park

MAP

San Diego Unified School District GATE Department Important meeting dates:

Appendix B

Distinguished Lecture Series

Eugene Brucker Education Center Auditorium--4100 Normal Street (University Heights)

■ November 5, 2008 Wednesday 7:00-8:30 p.m.

Nathan Levy "Powerful Strategies for Enhancing Learning"

■ February 4, 2009 Wednesday 7:00-8:30 p.m.

Susan Winebrenner "Challenging Gifted Students While Improving
Schoolwide Achievement"

■ March 18, 2009 Wednesday 7:00-8:30 p.m.

Dr. Donna Ford "Becoming Part of the Solution"

■ May 27, 2009 Wednesday 7:00-8:30 p.m.

Eric Jensen "Parenting the Gifted Brain"

Meetings for Parents of Newly Identified GATE Students

Eugene Brucker Education Center auditorium (both meetings are identical)

4100 Normal Street (near Park and El Cajon Boulevards) 7:00-8:30 p.m.

Wednesday, February 18, 2009 **Wednesday, June 3, 2009**

Association of San Diego Educators of the Gifted
ASDEG Conference January 24, 2009
Joan Kroc Institute for Peace and Justice
University of San Diego
for parents, educators and administrators
contact: Veronica Wenn, ASDEG conference chair
veronica.wenn@gmail.com

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California Association for the Gifted
CAG Conference February 13-15, 2009
Anaheim Convention Center
for parents, educators and administrators
Check the CAG website for details—special hotel rates available
www.cagifted.org

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National Association for Gifted Children
NAGC Conference October 30-November 2, 2008
Tampa, Florida
for parents, educators and administrators
contact the NAGC office:www.nagc.org

The members of CAG are parents, educators, and community members--anyone interested in the education and support of gifted and talented young people. Won't you join us?

California Association for the Gifted

MEMBERSHIP APPLICATION

NAME _____ PHONE (home) _____ PHONE(work) _____

MAILING ADDRESS _____ E-MAIL ADDRESS _____

CITY/STATE/ZIP _____ COUNTY _____

MEMBERSHIP CATEGORY

- | | One Year | Two Years |
|---|-----------|-----------|
| <input type="checkbox"/> Individual | \$75 | \$140 |
| <input type="checkbox"/> Family | \$85 | \$160 |
| <input type="checkbox"/> Institutional | \$100 | \$190 |
| <input type="checkbox"/> Life | \$1000 | |
| <input type="checkbox"/> Limited income\$25 | | |
| <input type="checkbox"/> Credential Program student | \$50/year | |

ROLE

- Administrator
- Teacher
- Parent
- School Board Member
- GATE Coordinator
- Consultant
- Counselor/Psychologist

SPECIAL

SKILLS/INTERESTS

- Art/Music
- Advocacy/Legislation
- Science
- Technology
- Language Arts
- Math

Credential Advisor's Signature _____

- Gifted Education Communicator* publication
- Subscriber \$45 \$90

CAG is active in lobbying efforts to promote education for gifted students and assigns \$5 of each membership to CAG/PAC, CAG's Political Action Committee.

Dues payments are not tax deductible as charitable contributions for federal tax purposes. Tax deductible donations to the California Foundation for Gifted Education may be made to help with the support of research, scholarships, and gifted education projects. \$ _____

Mail completed form to CAG Membership, 11130 Sun Center Drive, Suite 100, Rancho Cordova, CA 95670 or FAX it to 916-441-2999
Payment must accompany application. Questions or for credit card payment information, please call (916) 441-3999.

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